English Horizons

First Level of English

Student's Book

Writing and advisory team:

Abdelrahim Saadouni
(Coordinator)

Abdellatif Laklida
Ron Holt

Miloud Aakiri
Zahra Badaoui



Table of contents

Introduction	page ii
Map of the Book	page iv
Unit 1 Hello	page 7
Unit 2 At school	page 13
Review 1	page19
Unit 3 Clothes	page 21
Unit 4 Food and drink	page 27
Review 2	page 33
Unit 5 My family	page 35
Unit 6 Where we live	page 41
Review 3	page 47
Unit 7 Transport	page 49
Unit 8 Hobbies	page 55
Review 4	page 61
Unit 9 Sport	page 63
Unit 10 Holidays	page 69
Review 5	page 75
Unit 11 You and your health	page 77
Unit 12 Celebrations	page 83
Review 6	page 89
Unit 13 The environment	page 91
Unit 14 Entertainment	page 97
Review 7	page 103
Grammar Reference	page 105
Vocabulary	page 112

Unit	Title	Functions	Structure	Vocabulary	Competencies
1	Hello	Greetings Introductions	*to be* (present simple; affirmative)	Names of people Jobs Titles	Interpersonal and presentational communication
2	At school	Asking for and giving information Describing things Agreeing and disagreeing	Adjectives *Wh-* questions *to be* (present simple; interrogative)	Numbers 1–20 Colours Classroom objects/ commands Imperatives Prepositions: *in, on, under, in front of, behind*	Interpretative and presentational communication
3	Clothes	Describing people and things	Possessive adjectives Possessive *'s* *This is …* *That is …*	Items of clothing Parts of the body	Interpersonal, presentational and interpretative communication
4	Food and drink	Asking for and giving information Talking about habitual actions Expressing likes and dislikes	Present simple (affirmative, negative, interrogative) Countable/uncountable nouns *a/an/some*	Items of food and drink Healthy/unhealthy	Interpretative, presentational, cross-cultural and interpersonal communication
5	My family	Asking for and giving permission	*Have / have got …* *How many …?* *Can* + subject + verb …?	Family relationships Daily activities	Interpersonal and presentational communication
6	Where we live	Describing places	*There is/isn't …* *There are/aren't …* *Some / any*	Rooms in a house Items of furniture	Interpretative and presentational communication
7	Transport	Talking about habitual actions Asking for and giving the time	Adverbs of frequency: *always, usually, often, sometimes, seldom, never*	Modes of transport Times	Interpretative and presentational communication

8	Hobbies	Expressing likes and dislikes Talking about leisure activities	Present continuous (affirmative, negative, interrogative) *I like/don't like* + gerund (affirmative, negative, interrogative)	Hobbies	Interpretative and presentational communication
9	Sport	Obligation Talking about ability	*Can/Can't* (ability) … (affirmative, negative, interrogative) *Must* (affirmative and negative)	Sports	Interpretative, interpersonal and presentational communication
10	Holidays	Talking about future plans Talking about the weather	Expressing dates *going to …*	Holiday destinations Weather	Interpretative and presentational communication
11	You and your health	Asking for and giving advice Obligation	*Should …* (affirmative, negative, interrogative) object pronouns *This / that* *These / those*	Health Diet Teenage problems	Interpretative and presentational communication
12	Celebrations	Talking about the past	Simple past (*to be +* regular verbs) Possessive adjectives	Dates Celebrations	Cross-cultural, presentational, interpretative and interpersonal communication
13	The environment	Talking about the past Obligation Prohibition	Simple past (irregular verbs) *Enough, a lot of, too many, too much, more, less, fewer*	Environment Environmental problems	Presentational and interpretative communication
14	Entertainment	Asking for and giving directions Agreeing and disagreeing Apologizing	Present continuous to express future meaning Time markers *Yes, I agree / No, I disagree*	Entertainment Places Activities	Interpretative and presentational communication

Unit 1

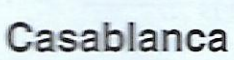
Hello!

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpersonal communication	Speaking	Interacting using greetings, farewells and expressions of courtesy *(introducing yourself)*
	Listening	Exchanging personal information *(listening for information)*
	Reading	Identifying people and jobs; reading introductory dialogues *(reading for information)*
Presentational communication	Writing/Speaking	Presenting written material to an audience *(writing and presenting facts)*

Vocabulary	Hello Hi friend name doctor secretary teacher student football player how fine thanks Mr Mrs Miss
Functions	Greeting people; asking how people are and responding
Structures	*To be* (simple present; affirmative)

1 Listen and say the names.



Casablanca

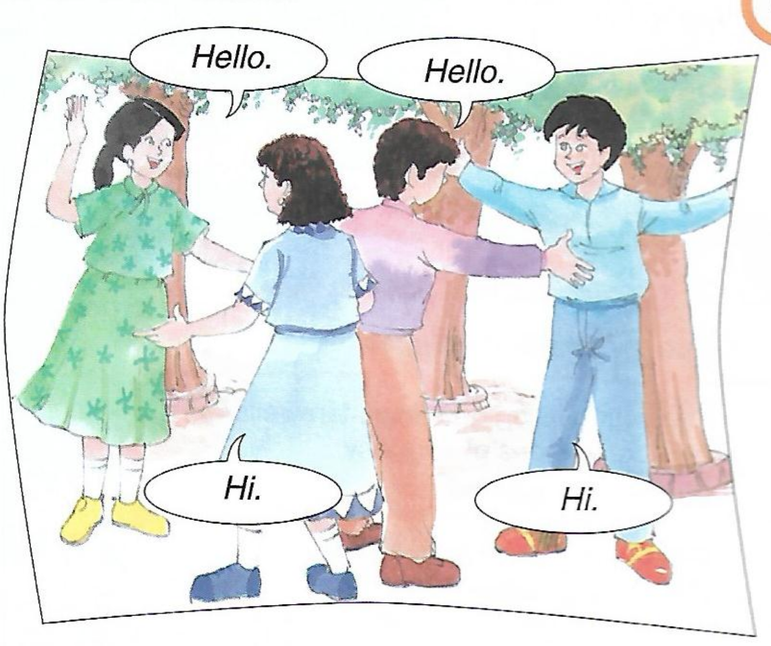

Rabat


Fez


Marrakesh



2 Listen and speak.



New objective

To greet people and introduce yourself using 1st person singular of the present tense of the verb *to be*

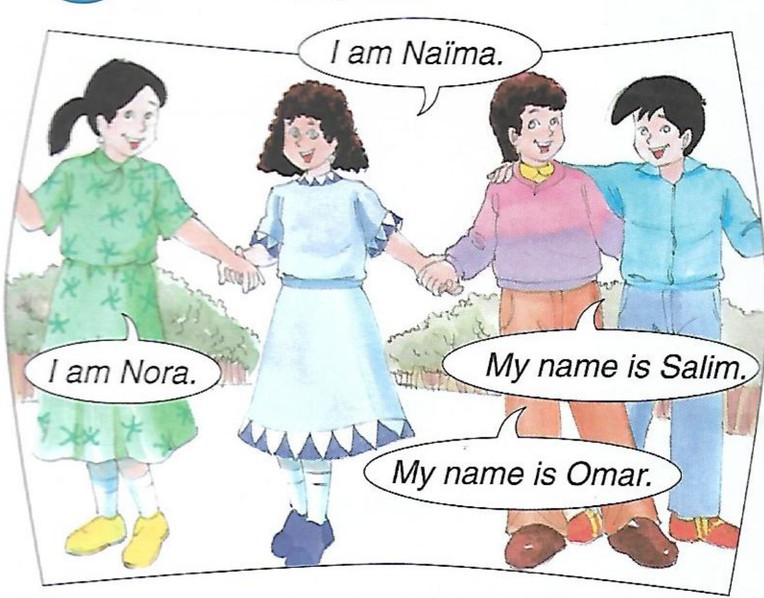
3 Speak.

Say *Hello* to your friends.

Say *Hi* to your friends.

I am/My name is ...

4 Listen and speak.



5 Practise with a friend.

Hello. I am ... . What's your name?

Hi. My name is ...

6 Read.





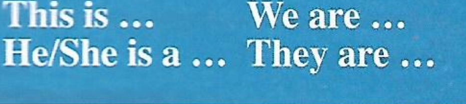




7 Practise with a friend.

S1: Hello. I'm Mrs Azizi.
S2: Hello, Mrs Azizi. I'm ... / My name is …
S1: Hello, I'm Mr Latifi.
S2: Hello, Mr Latifi. I'm ... / My name is ...

NOTE!
I am = I'm



New objective

To talk about jobs using the present simple tense of the verb *to be* in singular and plural



8 Read.

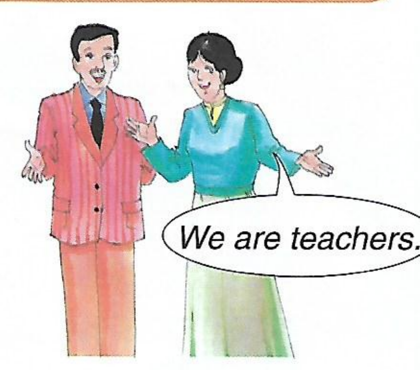
I'm a doctor.

This is Mr Rakib.
He is a doctor.



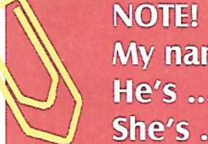


This is Miss Labied.
She is a secretary.



This is Mr and Mrs Ibrahimi.
They are teachers.

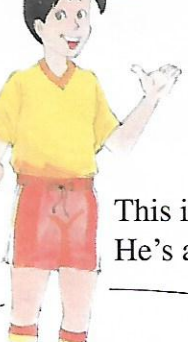
REMEMBER!
I am / I'm …
Mr / Mrs / Miss
This is … He/She is …
My name is …
We are … / They are …



NOTE!
My name's … = My name is …
He's … = He is …
She's … = She is …
We're … = We are …
They're … = They are …

9 Speak.

My name's Salim.
I'm a football player.

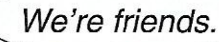


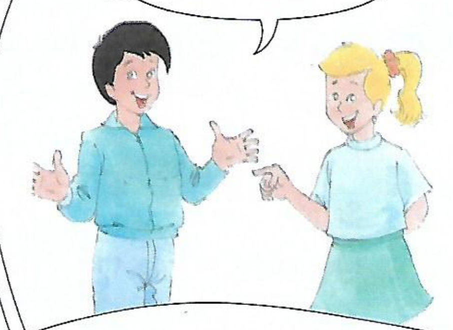
This is Salim.
He's a football player.

My name's Anne.
I'm a student.



This is Anne.
She's a student.





This is Salim and Anne.
They're friends.

10 Write.

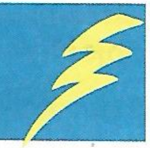
1 My name is Naïma. 2 ________ ________ Youssef. 3 ____________ friends.

4 This is Youssef. ____________ a football player.

5 ____________ ____________ Naïma. ____________ a ____________.

6 ____________ ____________ Youssef and Naïma. ____________ ____________.

How are you? Fine, thanks.



New objective

To communicate verbally with classmates by asking after friends and acquaintances



11 Read.

Hi, Naïma.
How are you?
Fine, thanks.

Hello, Susan.
I'm fine, thanks. And you?



12 Write. Then practise with a friend.

Salim: ____________, Lahcen.

Lahcen: ____________, Salim.

Salim: ____________ are you?

Lahcen: I'm fine, thanks. ____________?

Salim: ______________.

REMEMBER!

I am	=	I'm	I'm a football player.
You are	=	You're	You're a student.
He is	=	He's	He's a doctor.
She is	=	She's	She's a secretary.
We are	=	We're	We're teachers.
They are	=	They're	They're friends.

13 Read. Then practise with a friend.

New objective

To greet people at different times of the day

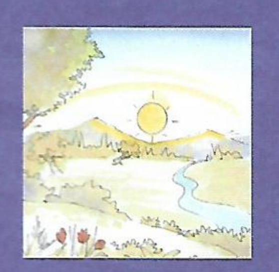
Greetings
Good morning.
Good afternoon.
Good evening.
Good night.
Goodbye.
Bye.

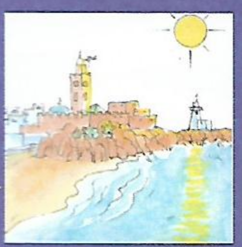


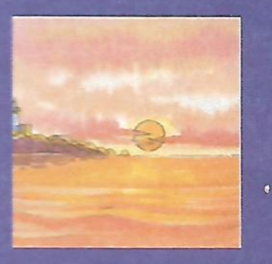
Good morning, Naïma. *Good morning, Nora.*



REMEMBER!
Good morning.
Good afternoon.
Good evening.
Good night.
Goodbye. / Bye.







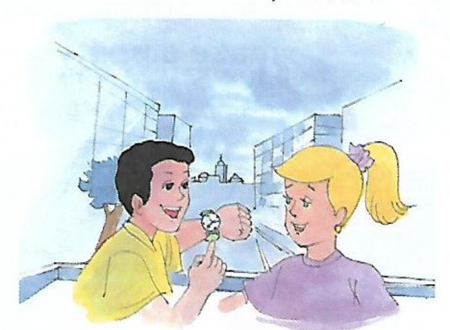




Good afternoon, Lahcen.
Good afternoon, Susan.



Goodbye, Salim.
Bye, Omar.

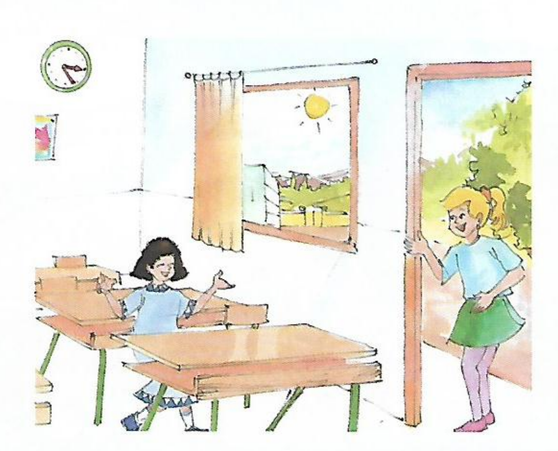


Good evening, Youssef.
Good evening, Anne.



Good night, Salim.
Good night, Lahcen.

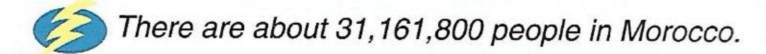
14 Write. Complete the dialogues.



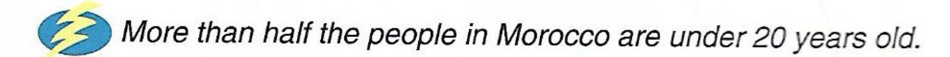


Do you know about ... Morocco?

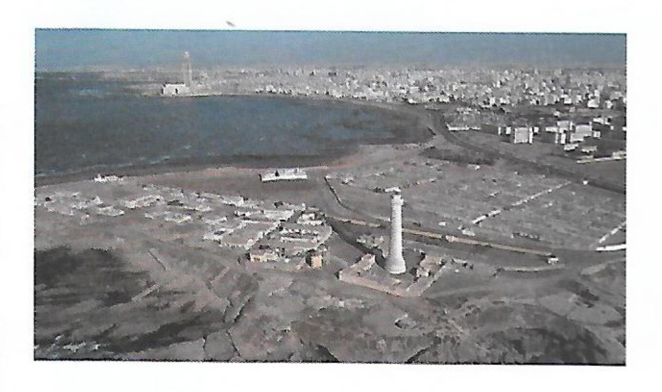




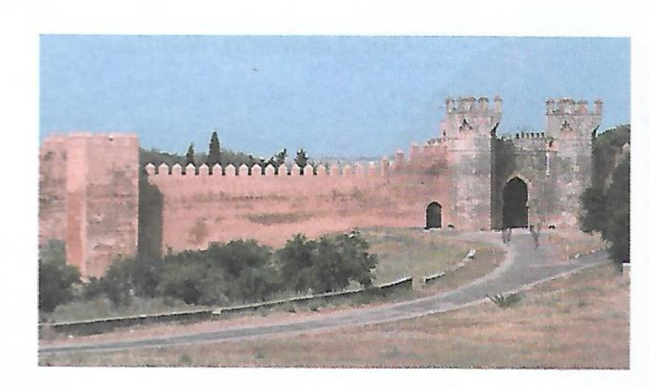
- There are about 31,161,800 people in Morocco.



- More than half the people in Morocco are under 20 years old.
- Rabat is the capital city of Morocco.
- More people live in Casablanca than in Rabat.



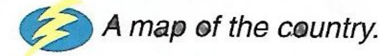




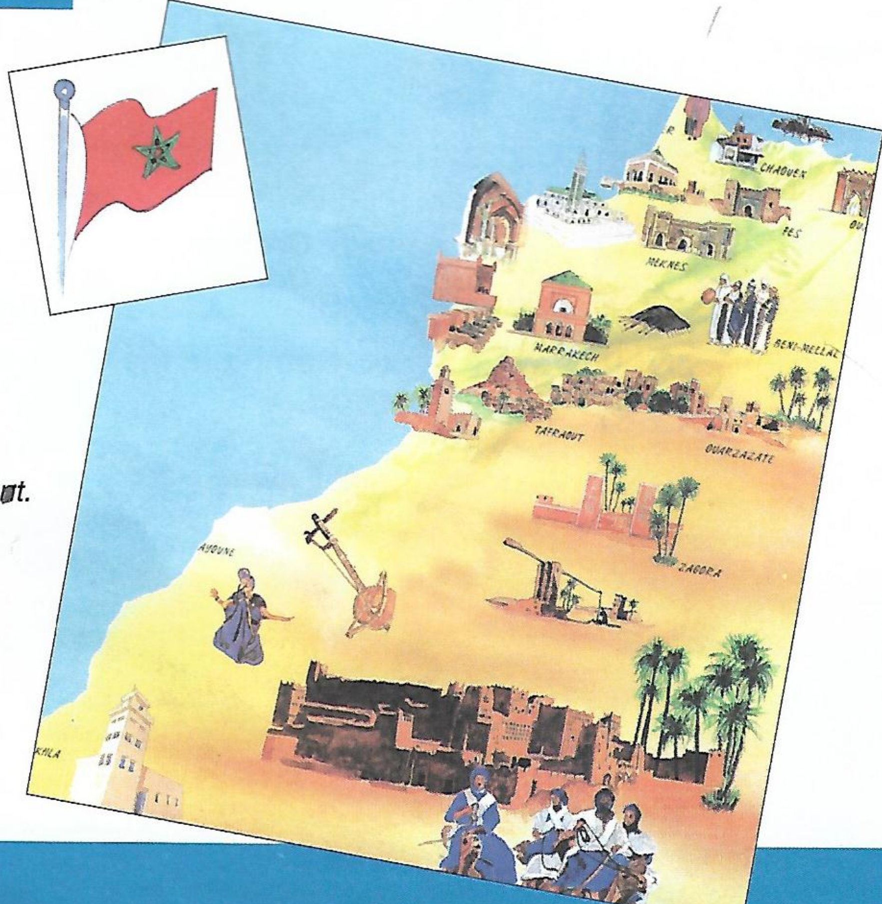
Project: Hello!

Find out as much as you can about Morocco and make a poster.

Your poster should include:



- *A map of the country.*
- *Major cities.*
- *Geographical features: mountains, desert, sea.*
- *Any famous sites.*
- *Anything else you think is important.*



Unit 2

At school

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening	Interpreting phrases and statements; following orders, commands and instructions *(listening for specific information)*
	Reading	Reading names *(reading for information)*
	Speaking	Talking about objects *(describing things)*
Presentational communication	Writing	Presenting written information to an audience about your school *(writing and presenting facts)*

Vocabulary	**school numbers 1-20 count colours bag pen desk chair table clock watch orange apple window door**
Functions	Asking for and giving information; describing things; agreeing and disagreeing
Structures	Adjectives *Wh-* questions to be (simple present; interrogative) Imperatives Prepositions: *in, on, under, in front of, behind*

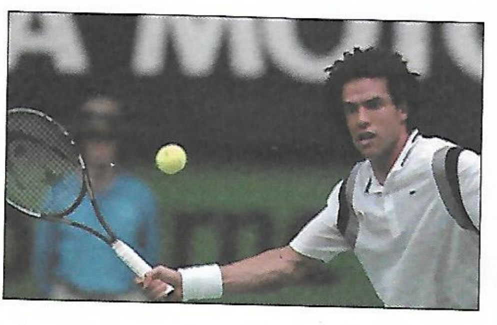




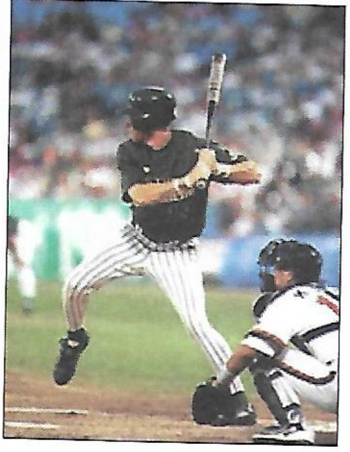
1	2	3	4	5	6	7	8	9	10	11
one	two	three	four	five	six	seven	eight	nine	ten	eleven

12	13	14	15	16	17	18	19	20
twelve	thirteen	fourteen	fifteen	sixteen	seventeen	eighteen	nineteen	twenty

1 Write. Count the players.



one ______ 1 ______



__________ ______



__________ ______

New objectives

To count to twenty, to recognise numbers written as figures and words, to ask about and give ages to say what colour something is

2 Read. Then practise with a frie



3 Write. Fill in the colours.

red
yellow
green
blue
orange
brown
black
white



1 a brown desk




2 a ________ chair



3 a ________ bag



4 a ________ bo



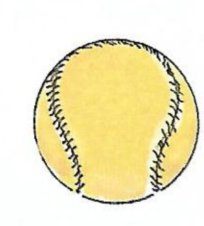
5 an ________ computer



6 a ________ apple



7 a ________ pen



8 a ________ bal

What's this?
It's a/an ...
What colour is it?

NOTE!
Use a before a consonant
Use an before a vowel

New objective

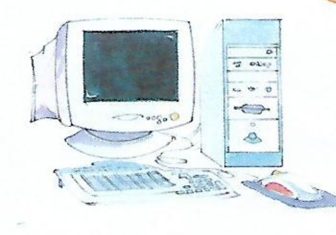
To use prepositions of location to ask and say where something is

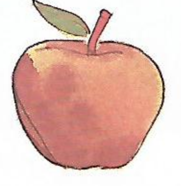
4 Speak. Practise with a friend.

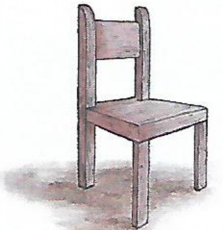
S1: What's this? S2: It's a/an …
S1: What colour is it? S2: It's …



S1: What's this?
S2: It's a bag.
S1: What colour is it?
S2: It's green.







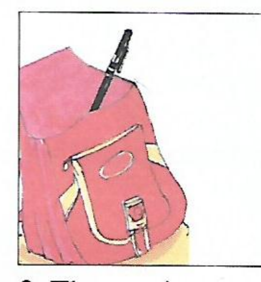


Where's the ...?
It's on/in/under/ behind/in front of ...

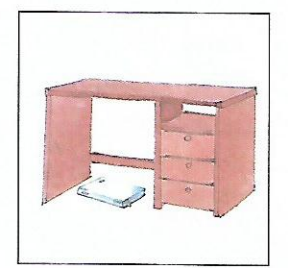
5 Read. Then practise with a friend.



1 The bag is on the desk.



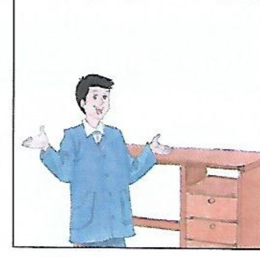
2 The pen is in the bag.



3 The book is under the desk.



4 The chair is behind the desk.



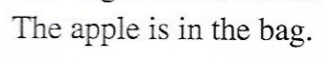
5 The student is in front of the de

6 Speak. Talk about the pictures with a friend.

The bag is under the chair.
The apple is in the bag.









Is the ... ?
Yes, it is. / No, it isn't.

7 Speak. Look at the pictures. Ask and answer.

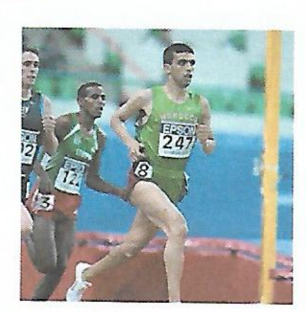
S1: Is the bag under the desk? S2: No, it isn't.
S1: Is the bag on the chair? S2: Yes, it is.

REMEMBER!

Question	Answer
What's this?	It's a/an ...
What colour is it?	It's ...
Where's the ...?	It's on/in/under/ behind/in front of ...
Is the ... ?	Yes, it is. / No, it isn'

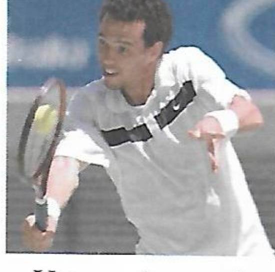
Who's this? It's ...

8 Read the names.



Hicham Guerouj





Younes Aynaoui

Nezha Bidouane

New objectives

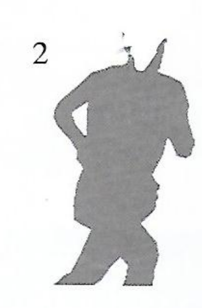
To ask questions about people using *who* and about things using *what*
To use the word *or* in a question beginning *Is it ...?*

9 Speak. Practise with a friend.

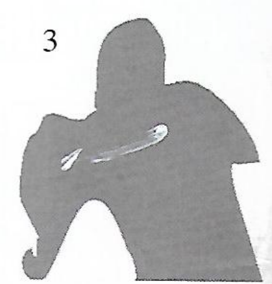
Who's this? It's ___________.

1

2



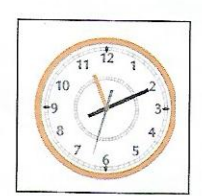
3



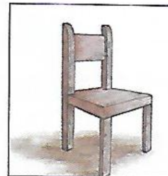
What's that? It's a/an ...

10 Speak. Practise with a friend.

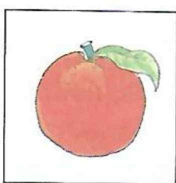
What's that? It's a clock.



a clock



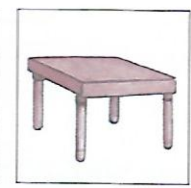
a chair



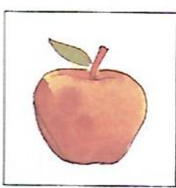
an orange



a window



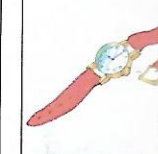
a table



an apple



a door



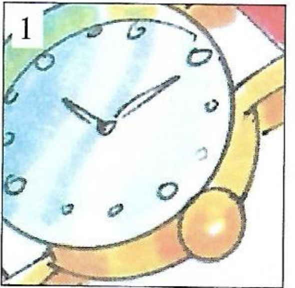
a watch

Is it a ... or a ...? It's a ...

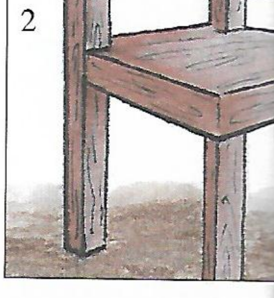
11 Write. Complete the answers.

1 Is it a watch or a clock? It's a ___________.
2 Is it a table or a chair? It's a ___________.
3 Is it an apple or an orange? It's an ___________.
4 Is it a window or a door? It's a ___________.

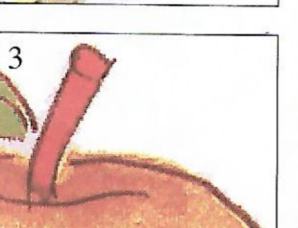
1



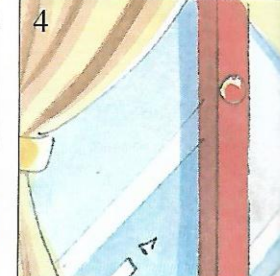
2



3



4



REMEMBER!

Question	Answer
Who's this/that?	It's ...
What's this/that?	It's ...
Is it a/an ... or a/an ...?	It's a/an ...



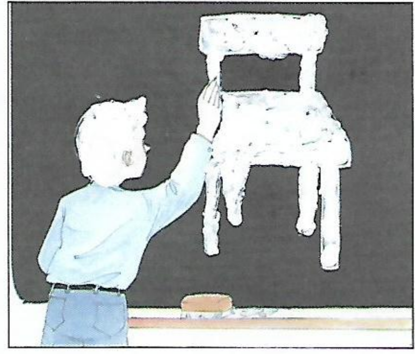
New objectives

To introduce classroom language
To understand and respond to requests stated in the imperative

12 Listen and speak.



Close your books, please.
Stand up, please.
Come here.
Go to the board, please.



Draw a chair on the board.
Write the word 'chair'.
Repeat the word 'chair'.
Go back to your desk.
Sit down, please.



Open your books.

13 Listen and follow the orders.

14 Talk about the picture. Then write.



Where's the bag? It's on the chair.
What colour is the table? It's brown.



1 Is the pen on the table?

The chair an the table.

2 What colour is the clock?

It's yellow clock is teh.

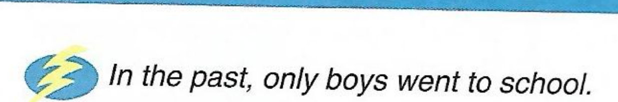
3 ____________? It's Younes Aynaoui.



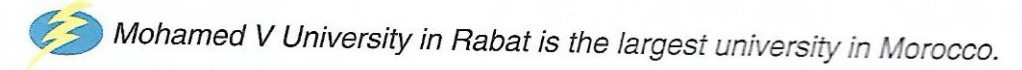
4 What's this? My an a Watch.



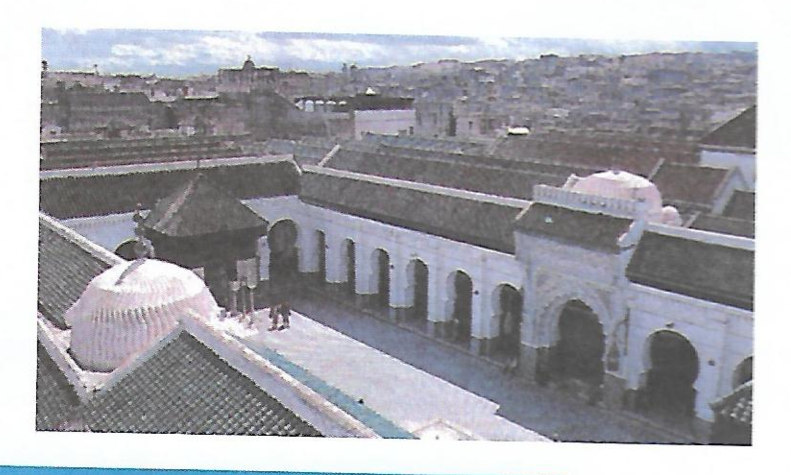
Do you know about ... education?

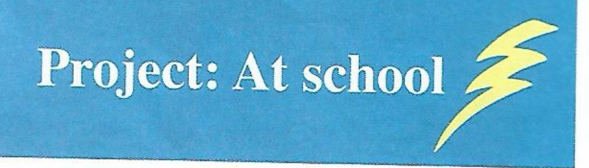


- *In the past, only boys went to school.*



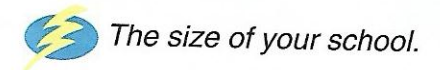
- *Mohamed V University in Rabat is the largest university in Morocco.*
- *Al-Qarawiyin University in Fez is the oldest university in the world.*
- *Al-Qarawiyin University was founded in 859AD by a woman called Fatima Al Fehria.*





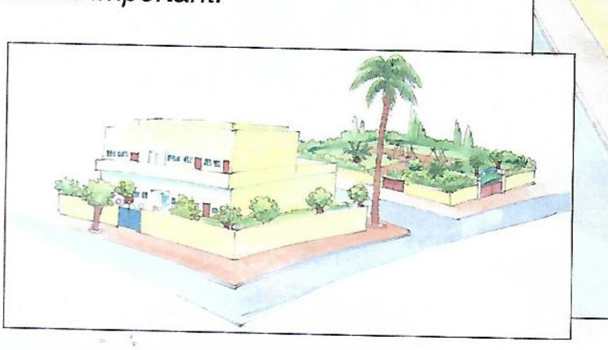
Project: At school

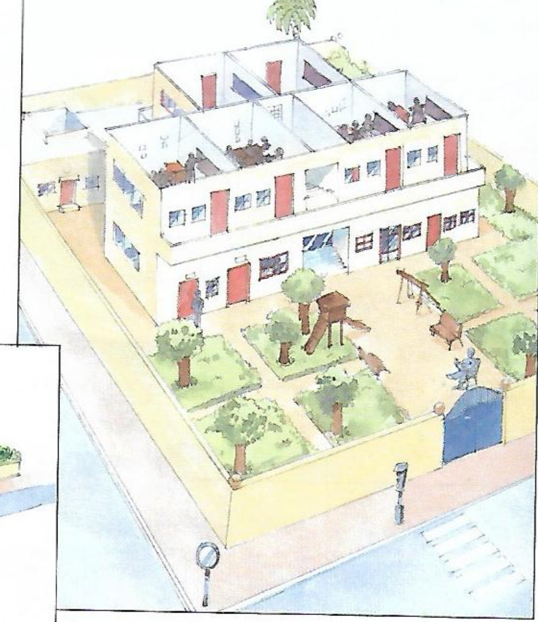
Make a brochure about your school.



Your brochure can include:

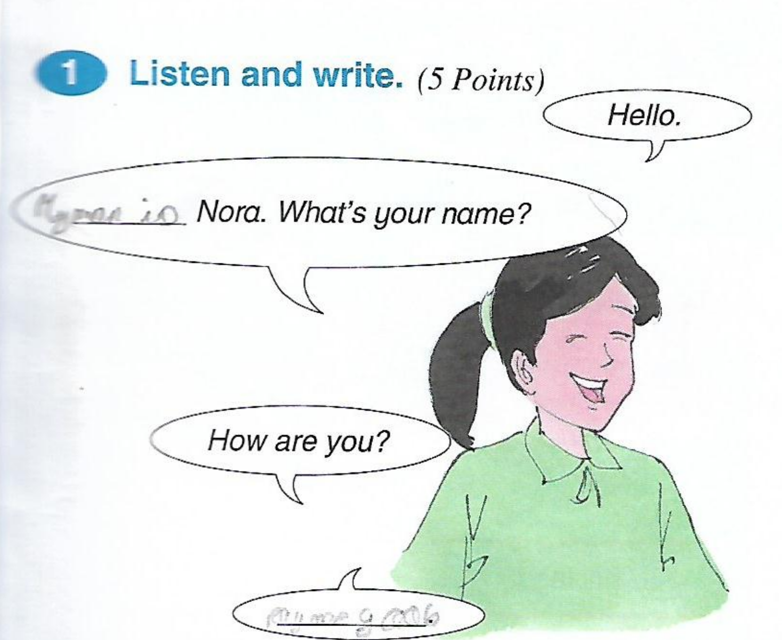
- *The size of your school.*
- *How many teachers and students there are.*
- *What time you go to school.*
- *Anything else you think is important.*

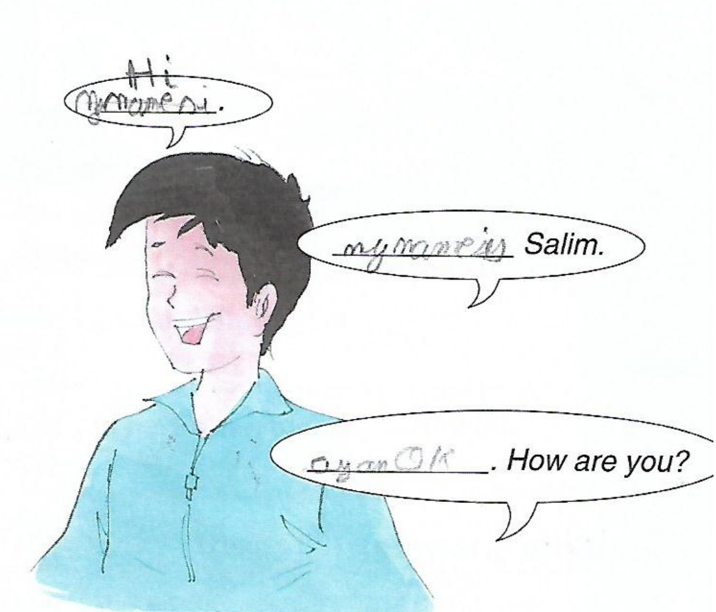




Review 1

1 **Listen and write.** *(5 Points)*





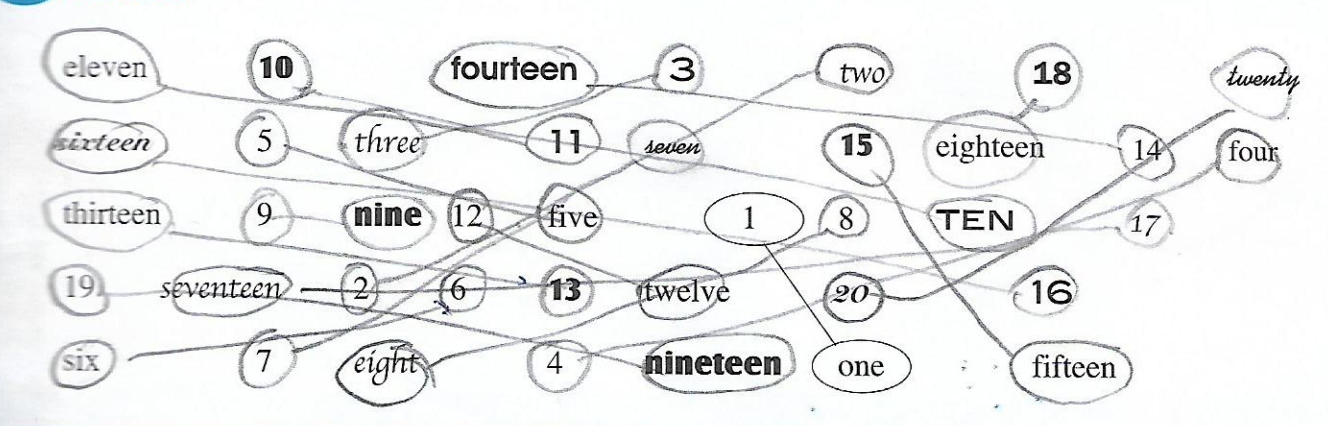
2 **Write: *am, is* or *are*.** *(10 Points)*

1 My name ______ Mrs Azizi.
2 I'______ a teacher.
3 Naïma ______ a student.
4 She ______ in my school.
5 Pierre ______ a student.



6 He ______ not in my school.
7 Omar and Salim ______ students
8 This ______ Mr Ibrahimi.
9 He ______ a teacher.
10 We ______ both teachers.

3 **Match.** *(20 Points)*



4 Write: *in, on, under, behind* or *in front of.* *(5 Points)*

1 The teacher is __________ the desk.
2 The student is __________ the desk.
3 The clock is __________ the wall.
4 The desk is __________ the clock.
5 The books are __________ the bag.



5 Write answers. *(10 Points)*

1 What's this? i'ts pen

What colour is it? i'ts black



2 What's this? i'ts bag

What colour is it? i'ts blue



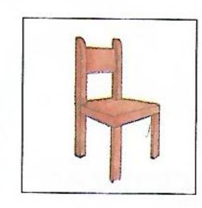
3 What's this? __________

What colour is it? __________



4 Is it a table or a chair? __________

What colour is it? __________



5 Is it a door or a window? __________

What colour is it? __________



Total: 50 Points

Unit 3

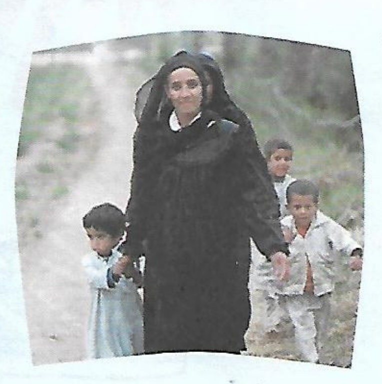
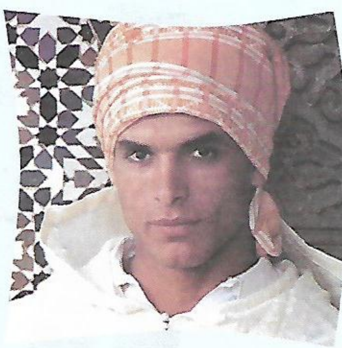
Clothes

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpersonal communication	Listening	Asking and answering questions using what you have learned orally and/or in writing *(listening for specific information)*
	Speaking	Sharing likes and dislikes
Presentational communication	Speaking	Describing clothes, parts of the body and physical traits using simple words and phrases
	Writing	Presenting a uniquely-designed outfit to an audience of listeners *(sentence completion)*
Interpretative communication	Reading	Interpreting statements about clothes, parts of the body and physical traits

Vocabulary	t-shirt shoes boots socks trousers trainers skirt jacket hat jeans scarf tall short slim fat fast slow long new old big small head body hair arms legs ears nose eyes mouth
Functions	Describing people and things
Structures	Possessive adjectives; possessive *'s*; *This is …/That is …*



1 Read.

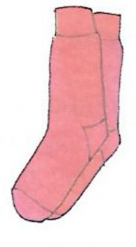
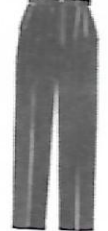
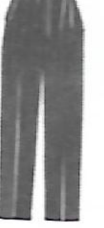
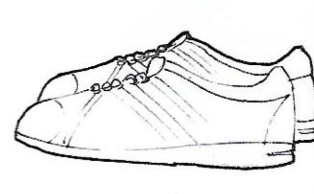
New objective

To identify and describe items of clothing using different colours

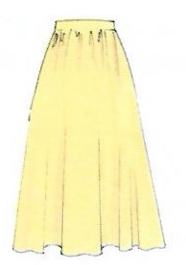


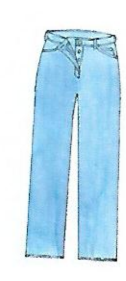


shorts | t-shirt | football boots

socks | trousers | trainers





skirt | jacket | jeans

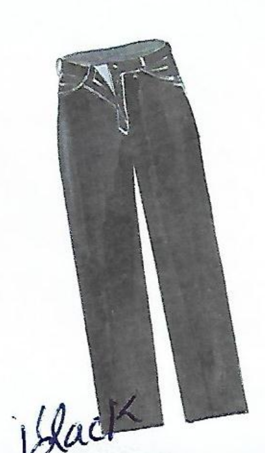
2 Listen and speak.

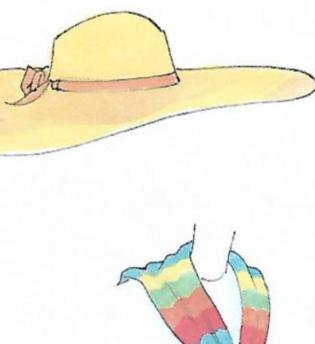
1 The shorts are orange.
2 The t-shirt is green.
3 The boots are black and white.
4 The socks are red.
5 The trousers are black.
6 The trainers are white.
7 The skirt is yellow.
8 The jacket is brown.
9 The jeans are blue.



3 Write.

The t-shirt is red and white.




black

ms of
urs

4 Read. Then complete the sentences.

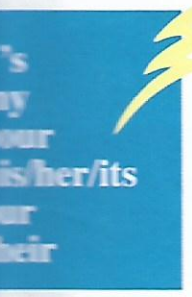
New objectives

To describe people using adjectives
To introduce the use of apostrophe *'s* structures
to indicate possession





Jamal is tall.	He is happy.	He is fast.	Amal is ______.	She is ______.	______.
John is short.	He's sad.	He is slow.	Nadia ______.	______.	______.



5 Write the sentences.

tall	happy	fast
short	sad	slow

1 Jamal's t-shirt is green. His trainers are white.

2 John's shorts are red. ________ football boots are black.

3 John's socks are red and ________ socks are red. ________ socks are red.

4 ________ tracksuit is blue and white. ________ trainers are white.

5 ________ shorts are yellow. ________ socks are blue.

6 ________ t-shirt is green and ________ t-shirt is green. ________ t-shirts are green.



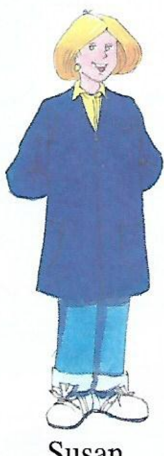


Jamal's t-shirt is white.
My socks are red.
Your trousers are blue.
His / Her trainers are white.
Our tracksuits are green.
Their shorts are black.



Selma

My t-shirt is red.



Susan

My jeans are blue.



Brahim and Ahmed

Our trainers are white.

Selma's skirt is white. Her t-shirt is red.



My socks are blue. Your jeans are black.

Susan's dress is blue. It is new.

Paul's socks are white. They are old.

New objective

To demonstrate the difference between *th*
and *that* through pictures and descriptio
of clothing and colours

8 Speak. Practise with a friend.

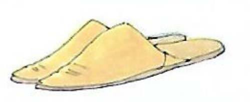


Susan's dress is new.
It is blue.
It is long.



Paul's socks are old.
They are white.
They are short.

9 Speak. Describe the clothes.



Redouane's slippers



Jane's hat

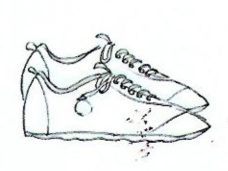


Nora's headscarf



Tom's shoes

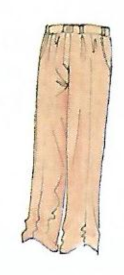
10 Write. Describe the clothes.



John's trainers



Yasmina's skirt



Mohamed's trousers

new	long	bi
old	short	sn

1 John's trainers are white.
They are new.

2 ______________________

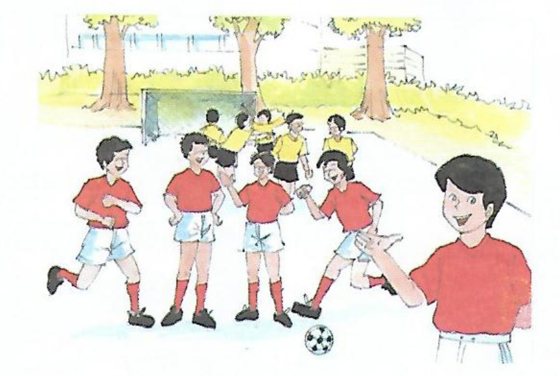
____

3 ______________________

____

This is ...
That is ...

11 Read. Then complete the sentences.



This is my team.
Our shirts are red.

That is Sam's team.
Their shirts are yellow.



________ my team. __________ are blue.

________________. __________ are black.



hair **eyes** **nose**
mouth **ears**

New objectives

To identify parts of the body
To practise use of new vocabulary items in descriptions

12 Read.

I'm Coco the Clown.
My hair is long.
My eyes are blue.
My ears are big.
My nose is red.
My mouth is big.

13 Write. Describe this clown.

The clown's hair is short.
His eyes are green.

14 Speak. Practise with a friend.

I'm Coco the Clown.
My hat is small.
My shirt is small.
My sleeves are short.
My gloves are big.
My trousers are short.
My shoes are big.

Your head is big.
Your body is big.
Your arms are long.
Your hands are small.
Your legs are long.
Your feet are small.



15 Label the clown.

mouth
body
hat
ears
legs
sleeves
nose
shoes

hair
arms
shirt
eyes
hands
trousers
feet

REMEMBER!
Coco's hat is red. It is small.
Coco's shoes are brown. They are big.
This is Coco's shirt. That is Pika's shirt.

Do you know about ... material?



 *Most of our clothes are made from cotton. Cotton grows on trees.*

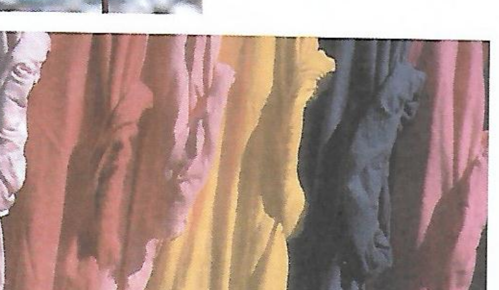
 *Some of our clothes are made from wool. We get wool from sheep.*

 *Most of our shoes are made from leather. We get leather from animal skins.*

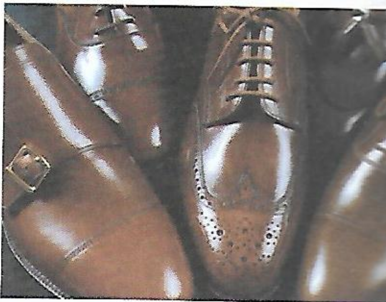






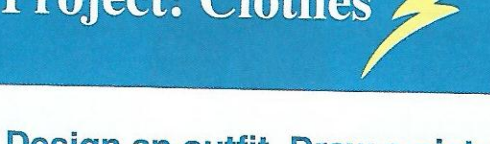








Project: Clothes



Design an outfit. Draw a picture and label the items of clothing. Say what colours you would use.



Unit 4

Food and drink

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening / reading	interpreting simple texts and dialogues containing formulaic phrases *(listening and reading for specific information)*
	Speaking	responding appropriately to spoken texts about food and drink *(asking and responding to questions)*
Presentational communication	Writing	gathering and presenting information to an audience about a dish
Cross-cultural communication	Speaking / writing	exchanging feelings, ideas about food and drink orally and in writing *(making decisions about given information)*
	Reading	recognizing English shopping lists and menus and comparing them with local ones
Interpersonal communication	Speaking	using turn-taking

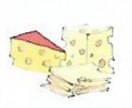
Vocabulary	**rice milk butter cheese olives chicken fish vegetables carrots fruit juice bread pasta salad onions tea coffee water breakfast lunch dinner healthy unhealthy favourite**
Functions	Asking for and giving information; talking about habitual actions; expressing likes and dislikes
Structures	Present simple (affirmative, negative, interrogative); Countable/uncountable nouns; *a/an/some*


oil


chicken


fish


fresh fruit


cheese

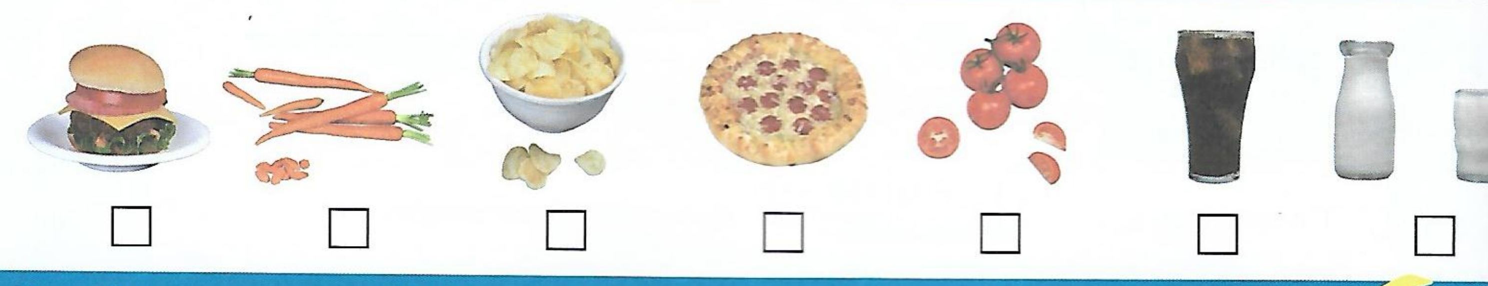

couscous


potatoes

1 Tick the healthy foods.

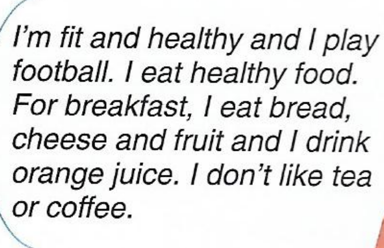
New objectives

To introduce vocabulary items related to foods
To talk about eating habits using the simple present tense
To highlight and practise the use of *s* in third person singular



I am Sam.
I play football.
I do not eat chips.
My favourite drink is orange juice.

2 Listen to Hamid.

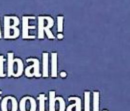


For lunch, I eat couscous and meat. I like vegetables and my favourite vegetable is cabbage. I also like fruit. I eat bananas, grapes, oranges and dates. I drink water or juice.

For dinner, I like to have soup and bread. I also like pasta with salad: lettuce, tomato, cucumber and pepper.
I eat vegetables and fruit every day and I like to drink water.

3 Complete the sentences.

1 Hamid plays football.
2 He eats healthy food.
3 For breakfast, he drinks orange juice
4 His favourite vegetable is __________.
5 For dinner, he likes soup and __________.




REMEMBER!

I eat vegetables.
You eat vegetables.
He/She/It eats vegetables.
We eat vegetables.
They eat vegetables.

I play football.
You play football.
He/She/It plays football.
We play football.
They play football.

Hamid eats vegetables.
Salim plays football.
Nora drinks fruit juice.

do, does

What **do** you eat?	I eat fruit.
What **does** Hamid eat?	He eats vegetables.
Do you like bananas?	Yes, I **do**.
Does Hamid like coffee?	No, he **doesn't**.

New objectives

To introduce the concept of an auxiliary verb
To ask questions about eating habits using *do* and *does*
To answer questions using *do/don't* and *does/doesn't*

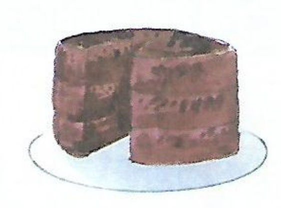
4 Answer the questions.

1 What does Hamid eat for dinner? He eats pasta.
2 What do you eat for dinner? ______________________.
3 Does Hamid eat healthy food? Yes, ______________________.
4 Do you eat healthy food? ______________________.

5 Listen to Hamid.







My friend Ahmed plays football but he isn't healthy. He eats unhealthy food. For breakfast he eats fried eggs and bread. He drinks coffee.

For lunch he eats beefburger and chips. He doesn't like vegetables and he doesn't eat fruit. He likes ice cream and he drinks lots of cola.

In the afternoon he eats cake.



For dinner, he likes to eat fried chicken and fried potatoes. He always eats pies and he drinks coffee.

6 Talk about Ahmed. Practise with a friend.

Does Ahmed eat vegetables?
What does he eat for breakfast?
Does Ahmed like cola?
Does he eat healthy food?

7 Write.

1 What do you eat for breakfast?
2 Do you like fruit and vegetables?
3 What do you eat for dinner?
4 Do you eat a healthy diet?

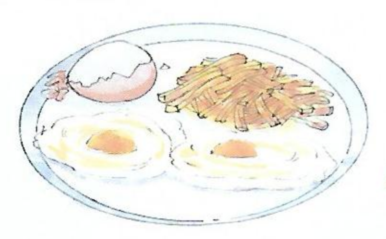
I like cheese.
I don't like eggs.

New objectives

To introduce the concept of countable and uncountable noun
To distinguish between them using *Would* you like *a/an ...?*
or *Would you like some ...?*



8 Speak. Practise with a friend.



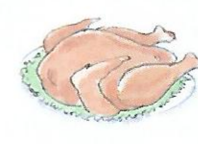
Do you like eggs?
Yes, I do.



Do you like cheese?
No, I don't.



milk



chicken

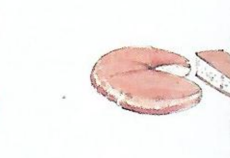


fish

onions



tagine



bread

Would you like a/an/some ...?
Yes, I'd like a/an/some ....





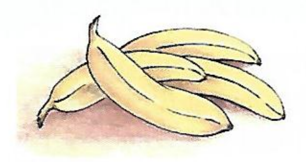
9 Listen to Hamid and his mother at the mark

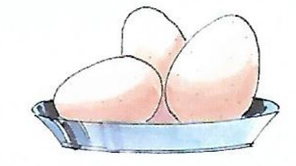
Hello. I'd like some fruit, please.
Certainly. What would you like?
I'd like some bananas, some apples, an orange and a lemo
Thank you.

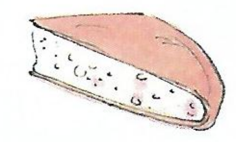
I'd like some bread, some rice and some onions, please.
Hamid, would you like some fish for dinner?
Yes, please.
Would you like some olives with it?
No, thank you. I don't like olives.

10 Countable or uncountable? Write.







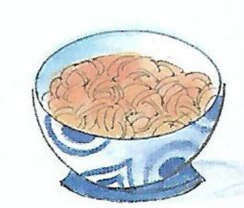


Countable: an onion ____________ ____________ ____________



REMEMBER!
Countable nouns are nouns which you can count, eg., apples, eggs, onions.
Uncountable nouns are nouns which you cannot count, eg., bread, milk, rice.





____________ ____________

11 Speak. Work in groups of three.

Look at Exercise 9 on page 30. Follow the dialogue but choose different food to buy. Take turns.

New objectives

To talk about likes, dislikes and daily routines using the simple present
Asking and responding to questions about likes, dislikes and habits



S1: Hello. I'd like … (some fruit / some vegetables), please.
S2: Certainly, what would you like?
S1: I'd like … and … and … and …. Thank you.

S1: I'd like … and … and …. [S3] would you like …?
S3: …
S1: Would you like …?
S3: …

12 Read the interview. Then practise with a friend.



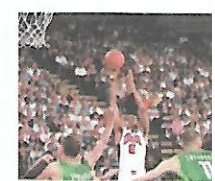
Younes: Hello. Do you play sport?
Jack: *Yes, I do.*
Younes: What sport do you play?
Jack: *I play tennis and football.*
Younes: Do you eat healthy food?
Jack: *Yes, I do. I eat fruit and vegetables. I don't eat chips or sweets.*
Younes: What vegetables do you like?
Jack: *I like cabbage, peas, peppers and aubergine. I don't like carrots.*
Younes: Do you like tea and coffee.
Jack: *No, I don't. I prefer water or fruit juice.*
Younes: What's your favourite meal?
Jack: *My favourite meal is grilled fish with roasted peppers and boiled peas. Oh, and a glass of apple juice.*
Younes: Thank you.



13 Write.

How healthy are you? Look at the pictures. Say what sports you do and what food you eat. Which is your favourite?











I play tennis and football. For breakfast I eat bread and fruit. I eat meat and vegetables for lunch. My favourite meat is lamb. I don't eat sweets. I don't like cola but I do like tea. My favourite meal is tagine. I am healthy!

11 Speak. Work in groups of three.

Look at Exercise 9 on page 30. Follow the dialogue but choose different food to buy. Take turns.

New objectives

To talk about likes, dislikes and daily routines using the simple present
Asking and responding to questions about likes, dislikes and habits



S1: Hello. I'd like … (some fruit / some vegetables), please.
S2: Certainly, what would you like?
S1: I'd like … and … and … and …. Thank you.

S1: I'd like … and … and …. [S3] would you like …?
S3: …
S1: Would you like …?
S3: …

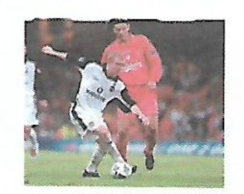
12 Read the interview. Then practise with a friend.



Younes: Hello. Do you play sport?
Jack: *Yes, I do.*
Younes: What sport do you play?
Jack: *I play tennis and football.*
Younes: Do you eat healthy food?
Jack: *Yes, I do. I eat fruit and vegetables. I don't eat chips or sweets.*
Younes: What vegetables do you like?
Jack: *I like cabbage, peas, peppers and aubergine. I don't like carrots.*
Younes: Do you like tea and coffee.
Jack: *No, I don't. I prefer water or fruit juice.*
Younes: What's your favourite meal?
Jack: *My favourite meal is grilled fish with roasted peppers and boiled peas. Oh, and a glass of apple juice.*
Younes: Thank you.

13 Write.

How healthy are you? Look at the pictures.
Say what sports you do and what food you eat.
Which is your favourite?





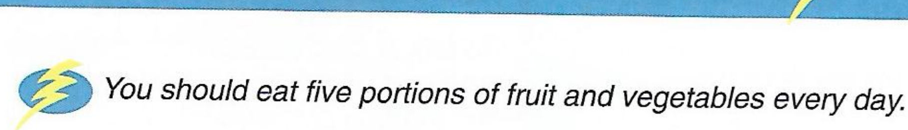




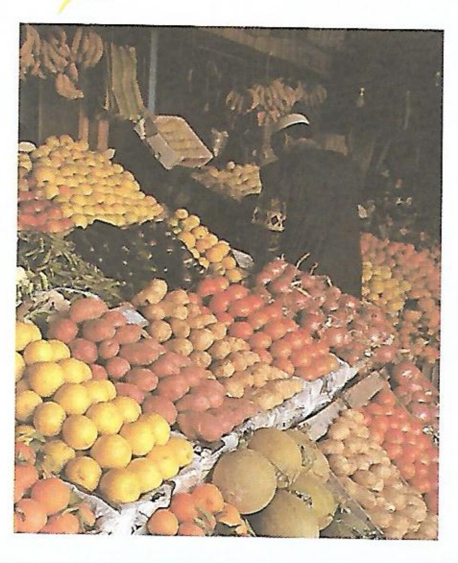


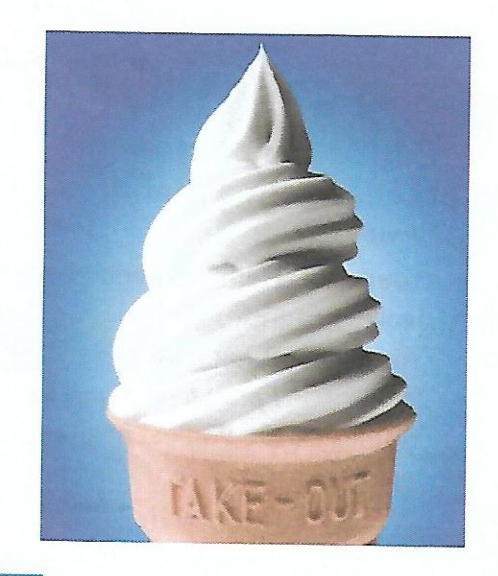
I play tennis and football. For breakfast I eat bread and fruit. I eat meat and vegetables for lunch. My favourite meat is lamb. I don't eat sweets. I don't like cola but I do like tea. My favourite meal is tagine. I am healthy!

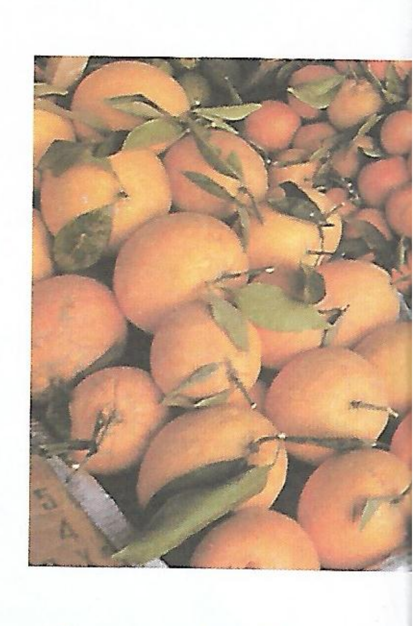
Do you know about ... food?



- *You should eat five portions of fruit and vegetables every day.*
- *The most popular ice cream flavour in the world is vanilla.*
- *If you drink milk, you will help keep your teeth and bones healthy.*
- *Morocco produces 800,000 tons of oranges every year.*







Project: food and drink

You are making a special dinner for your family. Write a shopping list of ingredients that you need to bu[y]. Then write the menu and illustrate it.

Shopping List

carrots
beetroot
tomatoes
peppers
lemons
green olives
couscous
chicken
bananas
apples
grapes
oranges

MENU

Grated carrot and beetroot salad
Tomato and pepper salad

Chicken and pickled lemon tagine with green olives

Couscous with vegetables

Assorted fruit





Review 2

1 Listen, colour and answer. *(4 Points)*



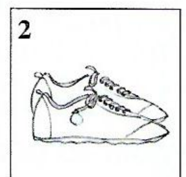
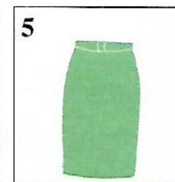
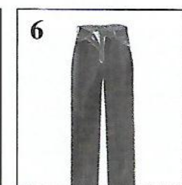
1 What colour is his shirt? ______________________

2 Are his shorts blue? ______________________

3 What colour are his socks? ______________________

4 What colour are his boots? ______________________

2 Describe. *(6 Points)*

1 
2 
3 
4 
5 
6 
7 

1 The shorts are blue and yellow.

2 ______________________

3 ______________________

4 ______________________

5 ______________________

6 ______________________

7 ______________________

3 Write: *my, your, his, her, its, our* or *their.* *(5 Points)*



This isn't ______ shirt.

Is it ____________ shirt?

No, _______ shirt is green.

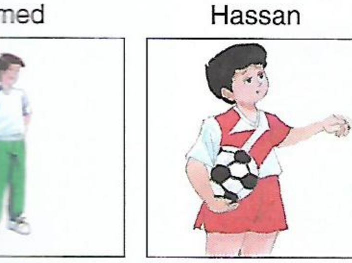
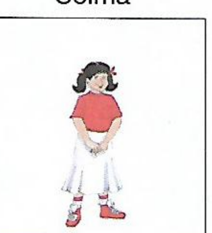
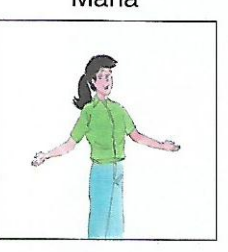


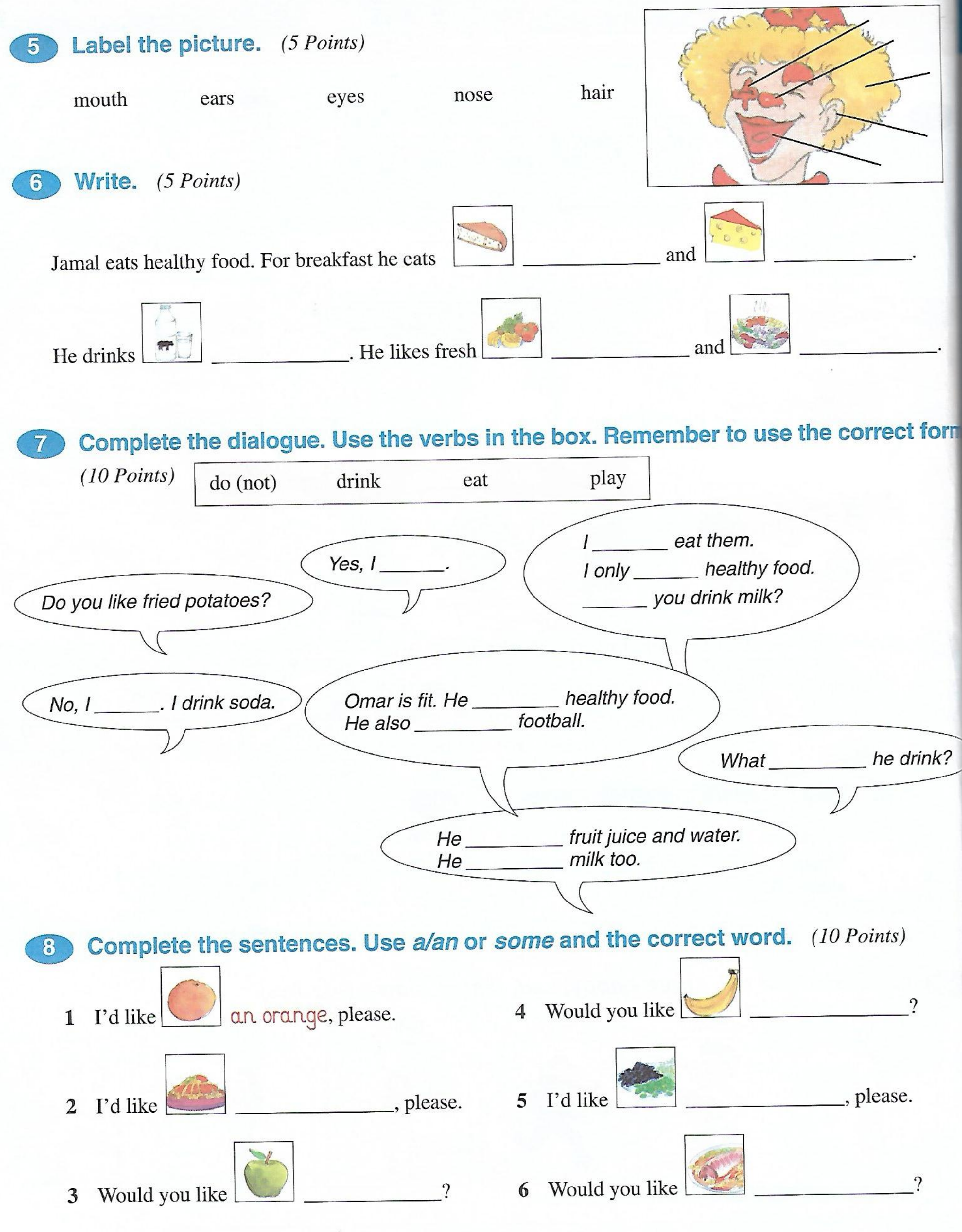
_______ new trainers are white.



This is ________ team colour

4 Describe. Use *tall, short, happy, sad, fast* or *slow.* *(10 Points)*

Ahmed	Hassan	Amal	Selma	Maria	Brahim
					
This is Ahmed.	______	______	______	______	______
He is tall.	______	______	______	______	______



5 Label the picture. *(5 Points)*

mouth ears eyes nose hair

6 Write. *(5 Points)*

Jamal eats healthy food. For breakfast he eats ____________ and ____________.

He drinks ____________. He likes fresh ____________ and ____________.

7 Complete the dialogue. Use the verbs in the box. Remember to use the correct form.

(10 Points)

do (not)	drink	eat	play

Do you like fried potatoes?

Yes, I ______.

I ______ eat them.
I only ______ healthy food.
______ you drink milk?

No, I ______. I drink soda.

Omar is fit. He ________ healthy food.
He also ________ football.

What ________ he drink?

He ________ fruit juice and water.
He ________ milk too.

8 Complete the sentences. Use *a/an* or *some* and the correct word. *(10 Points)*

1 I'd like an orange, please.

2 I'd like ____________, please.

3 Would you like ____________?

4 Would you like ____________?

5 I'd like ____________, please.

6 Would you like ____________?

Total: 50 Points

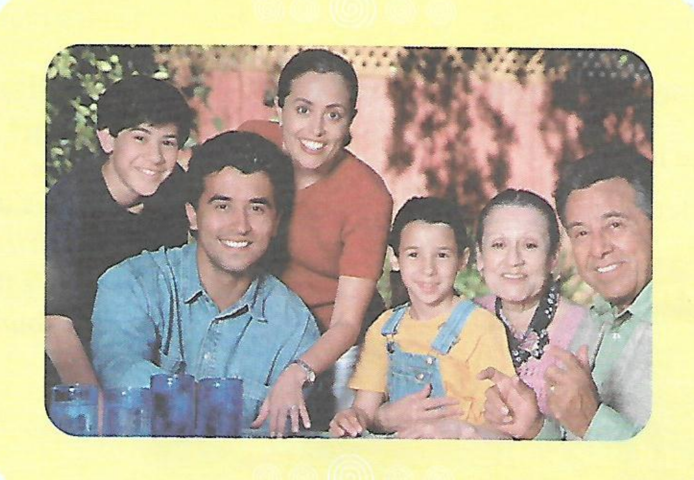
Unit 5

My family

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpersonal communication	Listening/reading	identifying and using appropriate language about your family
	Speaking	clarifying or asking for clarification
	Speaking	identifying and using appropriate language in a social situation (to greet, introduce, thank)
Presentational communication	Writing	presenting information about your family to an audience

Vocabulary	**family grandfather grandmother father mother brother sister aunt uncle cousin wife husband wake up wash brush dress mix study**
Functions	Asking for and giving permission
Structures	*Have/have got …; How many …?; Can + subject + verb …?*



grandfather **grandmother** **father** **mother** **brother** **sister** **aunt** **uncle** **cousin**

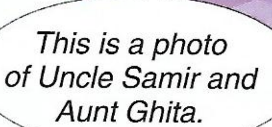
New objectives

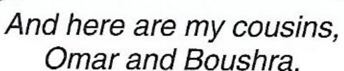
To introduce family vocabulary and then ta[lk] about family relationships, using possessi[ve] pronouns and apostrophe *'s* structures
To introduce *have got*
To practise *have got* through examples of family relationships

1 Listen and read.

Look at this, Yasmina. It's my family photo album. This is a photo of my grandfather and grandmother.

Here are my mother and father.





2 Look at Karim's family tree.




Mohamed Najah **grandfather** *m.* *Fatima Mimouni* **grandmother**






Samir **uncle** *m.* *Ghita* **aunt** *Younes* **father** *m.* *Leila* **mother**





Omar *Boushra* *Karim* *Aziza*

3 Listen to Karim talking about his family tree.

My name is Karim Najah. This is my family tree.
Mohamed Najah is my grandfather. Fatima Mimouni is my grandmother.
Their children are called Younes and Ghita. Younes is my father. Ghita is his sister.
Ghita married Samir.They are my aunt and uncle. I have two cousins, Omar and Boushra. My mother's name is Leila and my sister's name is Aziza.

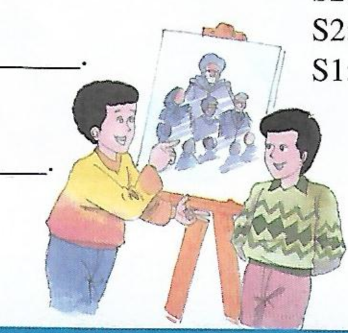
4 Write. Complete these sentences.

1 Karim's family name is Najah .
2 Karim has a sister. Her name is __________.
3 Boushra is Karim's __________.
4 Boushra's brother is called __________.
5 Samir and Ghita are Karim's __________ and __________.
6 Younes is Karim's __________. Fatima is his __________.



5 Speak. Practise with a classmate. Point, ask and answer.

S1: Who's that?
S2: *It's Aziza. She's Karim's sister.*
S2: Who's that?
S1: *It's Younes. He's Karim's father.*





6 Complete these sentences.

1 My mother's sister is my __________.
2 My father's mother is my __________.
3 My uncle's children are my __________.
4 My mother's father is my __________.
5 My father's brother is my __________.

New objectives

To introduce *How many ... ?*
To ask and answer questions about the family, including questions with *How many...*

7 Speak. Practise with a friend.

I have got two sisters.
I have got one sister and one brother.

8 Listen and answer.

Jamal has got one __________.
Jamal and Kenza have got seven __________.
They have got six __________ and fourteen __________
Abdelaziz has got __________ __________
and ______ ________.
Latifa has got __________ __________ and
__________ brother.

How many brothers have you got?
How many sisters have you got?
How many aunts have you got?
How many uncles have you got?
How many cousins have you got?
What's your father's name?
What's your mother's name?

9 Speak. Talk about your family. Practise with a friend.



10 Now write about your friend's family.

My friend Mohamed has got two sisters, Naïma and Nora. They have got two aunts and three uncles. They have got five cousins. Mohamed's father has got one sister and one brother and his mother has got two brothers. Mohamed has got one grandfather and two grandmothers.

How many ... ?
I have got ...
You have got ...
He / She / It has got ...
We have got ...
They have got ...

REMEMBER!
How many brothers have you got?
I have got a mother and a father.
You have got two sisters and one brother.
He / She has got seven cousins.
We have got two grandmothers and two grandfathers.
They have got three aunts and three uncles.

11 Read.



wife
husband
son
daughter

Hello, Mary. This is my husband, Younes.
Hello, Younes.
And this is our son, Karim, and our daughter, Aziza.
Hello, Karim. Hello, Aziza. It's nice to meet you.



New objective

To ask for and grant permission using *Can ...?*

Hello, Youssef. This is my wife, Amina.
Hello, Amina. Nice to meet you.



Can + subject + verb ...?
Yes, you/he/she/they can.
No, you/he/she/they can't.

12 Speak. Complete the sentences.



This is ________.
He is Leila's ________.



This is ______.
She is Younes's______.



This is ________.
He is Younes and Leila's _______.



This is ________.
She is Younes and Leila's _______.

13 Read and listen.



14 Write. Match the sentences. Complete the speech bubbles.

Can I have an ice cream, please?	Yes, you can.
Can we play football?	No, you can't.
Can they stay for dinner?	Yes, they can.



Verbs in the third person singular. Verb ending is:
A consonant add 's'
A vowel or a 'y' following a vowel add 's'
'y' following a consonant change 'y' to 'i' and add 'es'
'x', 'ch', 'sh' or 's' 'es'

New objective

To talk about daily activities with a focus on the third person singular and the addition of *s* or *es* according to the spelling of the verb

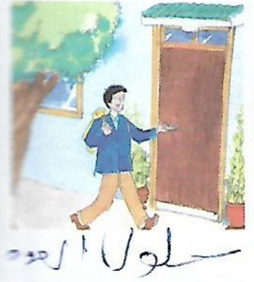
15 Listen to Karim's daily routine. Fill in the verb endings.







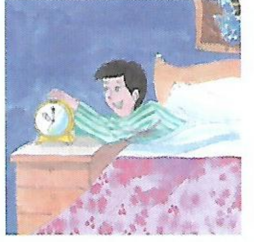
Karim wakes up at 7 o'clock. He brush___ his teeth and wash___ his face. He eat___ breakfast with his family. He go___ to school by bus. He meet___ his friends.





After school, Karim walk__ home.
He sometimes shop__ with his mother.
Karim carry __ her bags.
Karim also play__ computer games.
He enjoy__ playing computer games.



In the evening, Karim do__ his homework. Then, he watch__ television. Karim take__ off his clothes at 10 o'clock. He set__ his alarm for 7 o'clock then go__ to sleep.

At the weekends, Karim sometimes fix__ his bike!

16 Write. Use the following verbs and write about Saïd.

wash	mix	study
dress	visit	play

Saïd washes his father's car.

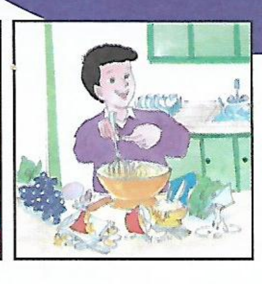





REMEMBER!
He / She writes a letter.
He / She plays tennis.
He / She carries the shopping.
He / She fixes the car.
He / She watches television.
He / She presses the button.








________ football with his cousins.

_________ his aunt and uncle.

_________ at his computer.

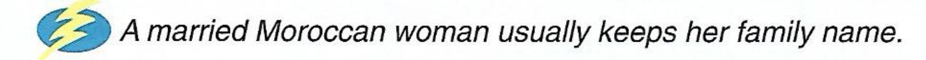
_________ his brother.

_________ the ingredients.

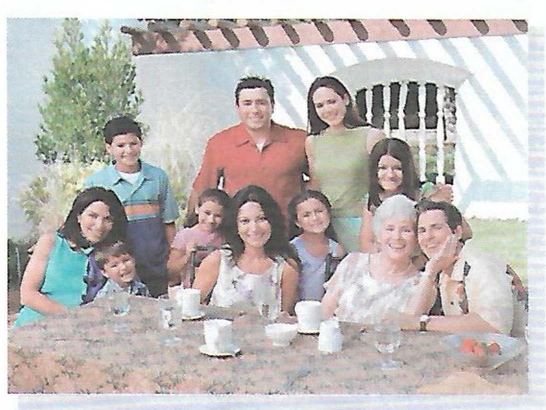
Do you know about ... Moroccan traditions?

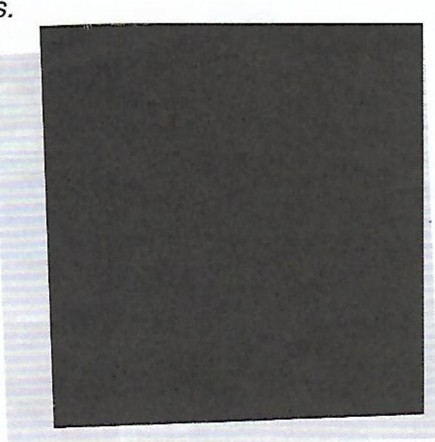



In a traditonal Moroccan family, there are usually two parents and their unmarried children.


A married Moroccan woman usually keeps her family name.

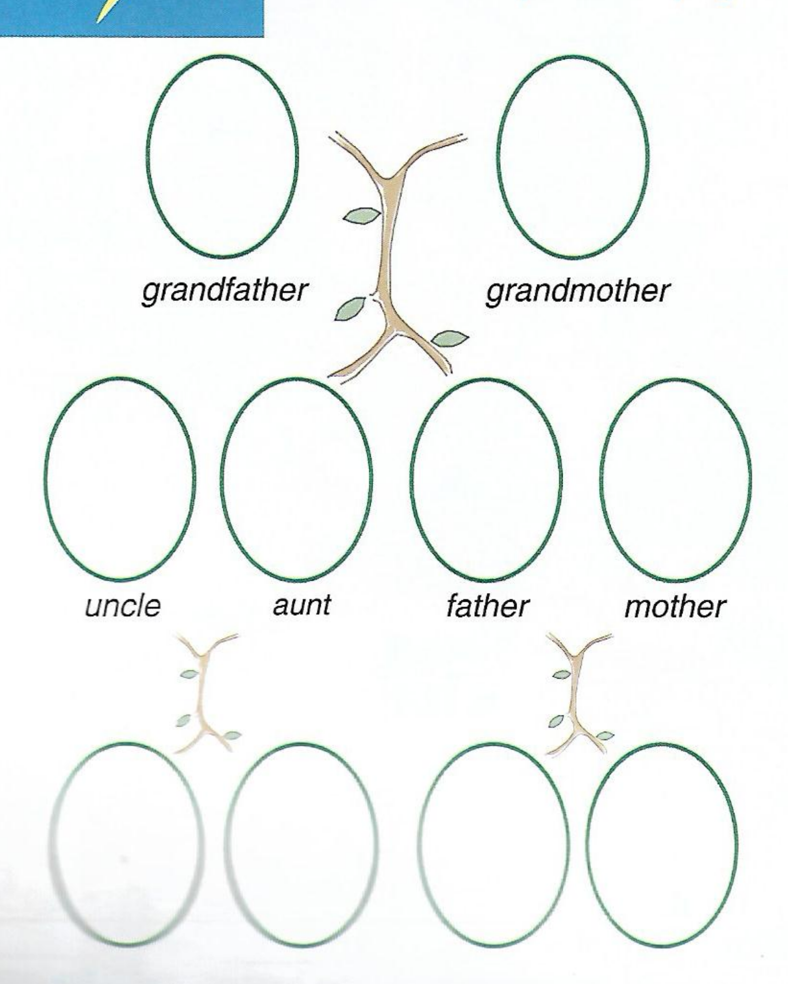
Some Moroccan families live a 'nomadic' lifestyle.
This means that they move in the desert and live in tents.





Project: My family

Draw your own family tree.
Use the family tree on page 36 to help you.



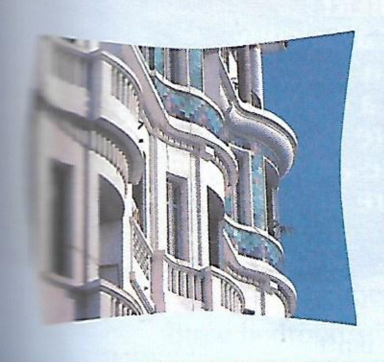
Unit 6

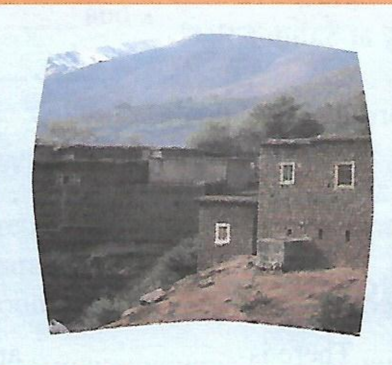
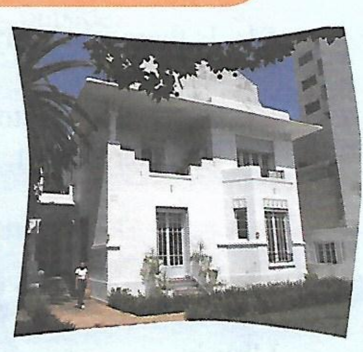
Where we live

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening	identifying the general idea(s) of spoken text *(listening for gist);* identifying specific points in spoken texts (Selecting and rejecting strategies)
	Reading	Identifying the general idea(s) of a written text *(skimming)*; identifying specific points in a written text *(scanning)*; identifying specific information in a text *(reading for detail)*
Presentational communication	Speaking	speaking clearly, using correct pronunciation and intonation about someone's house
	Writing	presenting information about your home to an audience in writing

Vocabulary	**flat house city garden lift countryside balcony courtyard storey floor ground garage farm animals bedroom bathroom living room dining room kitchen laundry room**
Functions	Describing places
Structures	*There is/isn't ...; There are/aren't ...; Some/any*



There is ...
There are ...
Is there ...? **Yes, there is. / No, there isn't.**
Are there ...? **Yes, there are. / No, there aren't.**

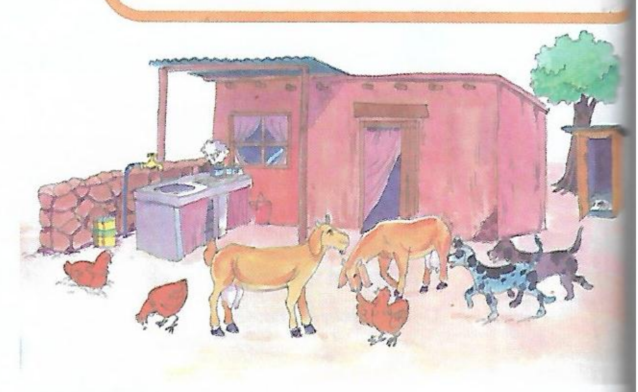
New objectives

To introduce vocabulary related to house and home
To introduce *there is/isn't* and *there are/aren't* and use the structure to describe where one lives

1 Listen and read.



My name's Salim. I live in a flat with my family. Our flat is in the city. There's a balcony but there isn't a courtyard. There are four storeys. We live on the first floor. There's a lift in the building. There isn't a garage.



My Grandpa and Grandma live on a farm. Their house is in the countryside. There is only one storey. There are some fields and there are lots of animals.

NOTE!
There is = there's
isn't = is not
aren't = are not

2 Write. Answer true or false. Tick the boxes.

T	F	
✓		1 Salim lives in the city.
		2 There is a courtyard at his flat.
		3 There is a lift in the building.
✓		4 There is a balcony at his flat.
		5 There is a garage at Grandpa's house.
		6 There are lots of animals at Grandpa's house.

3 Write. Answer the questions.

1 Is there a garage at Salim's flat? No, there isn't.
2 Are there animals at Grandma and Grandpa's house? ____________
3 Is there a courtyard at Salim's house? ____________
4 Are there two storeys at Grandma and Grandpa's house? ____________

4 Speak. Practise with a friend.

S1: Is there a balcony at Salim's flat?
S2: Yes, there is.
S2: Are there two storeys at Grandpa's house?
S1: No, there aren't.

REMEMBER!
There is a balcony.
There isn't a garden.
Is there a garage?
Yes, there is. / No, there isn't.
Are there animals in the courtyard?
Yes, there are. / No, there aren't.

5 Write. Where do you live?

I live in .... There is .... and .... There isn't ....

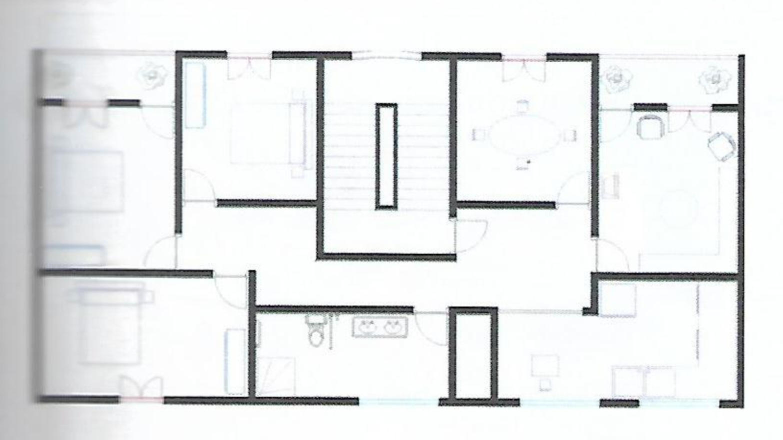


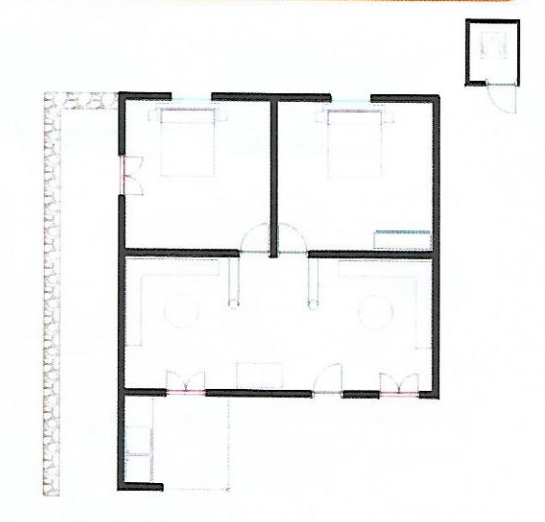
living room **dining room** **kitchen**
bedroom **laundry room** **bathroom**

New objective

To identify the names of the rooms in a house and use them to communicate with classmates

6 Listen and read.



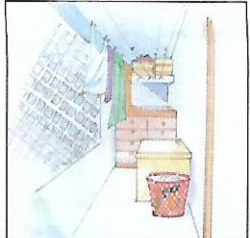


Our flat is modern. It's quite big. There are three bedrooms, a bathroom with toilet and shower, a living room, a large kitchen and a laundry room. There is electricity, gas and water. There is even an air conditioner.

My Grandpa's house is old. It's quite small. There are two bedrooms and a living room. There isn't a bathroom but there is a toilet outside. The kitchen is outside too. There isn't any electricity. There is a well for water.

7 Label the rooms.


bathroom


____


____


____


____


____

8 Listen. Complete the sentences.

1. In Salim's flat, there are three ______________.
2. In Salim's flat, there is a large ______________.
3. In Grandpa's house, there are two ______________.
4. In Grandpa's house, there is a ______________ and a ______________ outside.
5. In Grandpa's house, there isn't any ______________.

9 Speak. Talk about your house. Work with a friend.

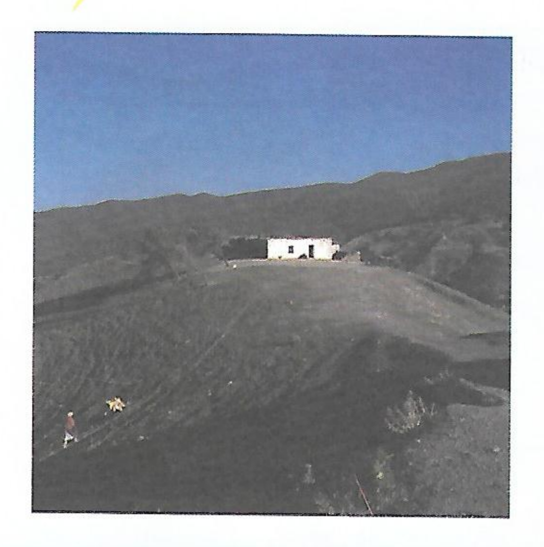
S1: In my house, there are two bedrooms. There is a living room and a kitchen. There is also a bathroom but there isn't a garage.

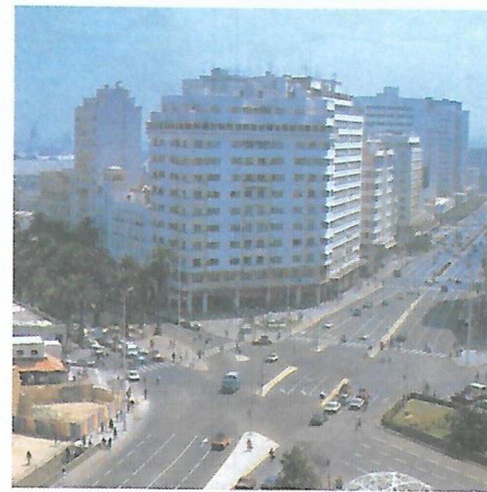
S2: In my house, there is a kitchen and a bathroom. There is also a living room and three bedrooms. There is a garden.

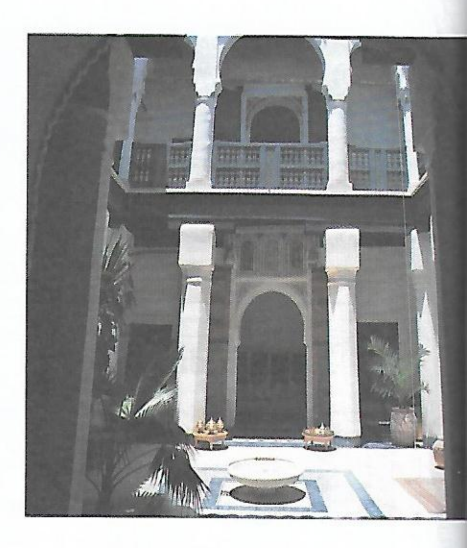


Do you know about ... the population?

- *In Morocco, there are approximately 56 people per square kilometre of land.*
- *Approximately 2,943,200 people live in Casablanca.*
- *Approximately 1,220,000 people live in Rabat.*
- *Approximately 564,000 people live in Fez.*

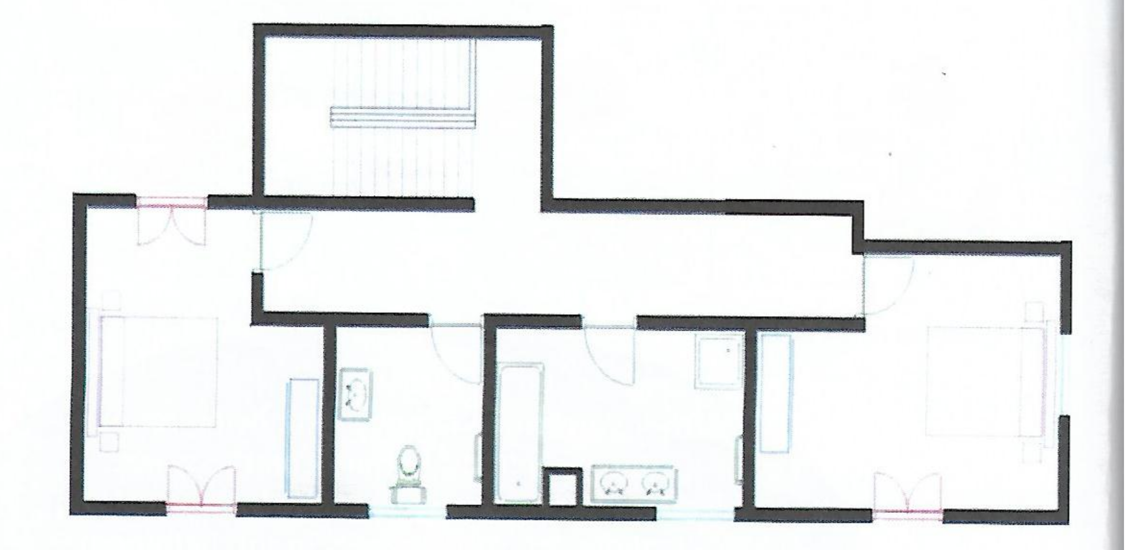






Project: Where we live

Draw a plan of your house. Label the rooms and say what furniture is in each room.



Review 3

1 Listen and complete the dialogue. *(6 Points)*

What ______ you do in the morning? I _______ to school.

What ______ your father do? He _______ to work.

What do you play in the afternoon? I ______ football.

What does your sister play? She _______ tennis.

2 Complete the word grid and find the hidden phrase. *(10 Points)*

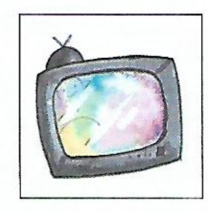
1						f	a	t	h	e	r				
2		h	u	s	b	a	n	d							
3						m	o	t	h	e	r				
4					w	i	f	e							
5			u	n	c	l	e								
						y									

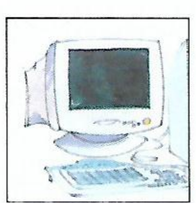
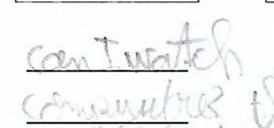
6			a	u	n	t									
7					g	r	a	n	d	f	a	t	h	e	r
8		s	i	s	t	e	r								
9	b	r	o	t	h	e	r								

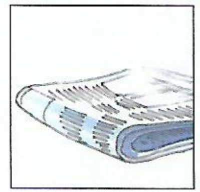
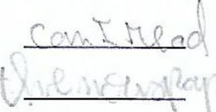
1 This is my …. He is married to my mother.
2 My father is my mother's ….
3 My … is married to my father.
4 She is my father's ….
5 My … is my father's brother.
6 His wife is my ….
7 My father's father is my ….
8 My aunt is my mother's ….
9 My father's … is my uncle.
10 The hidden phrase is ______________.

3 Write questions using *Can I …?* *(5 Points)*

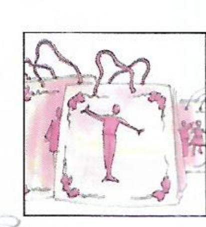

Can I play football?


Can I watch TV?



Can I watch computer?

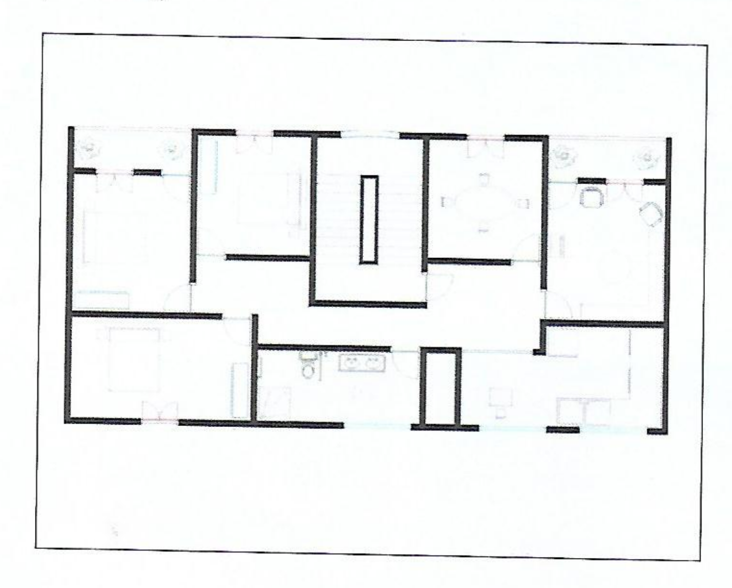


Can I read the newspaper?


Can I eat an ice cream?


Can I go shopping?

4 Label the rooms on the plan.

(5 Points)

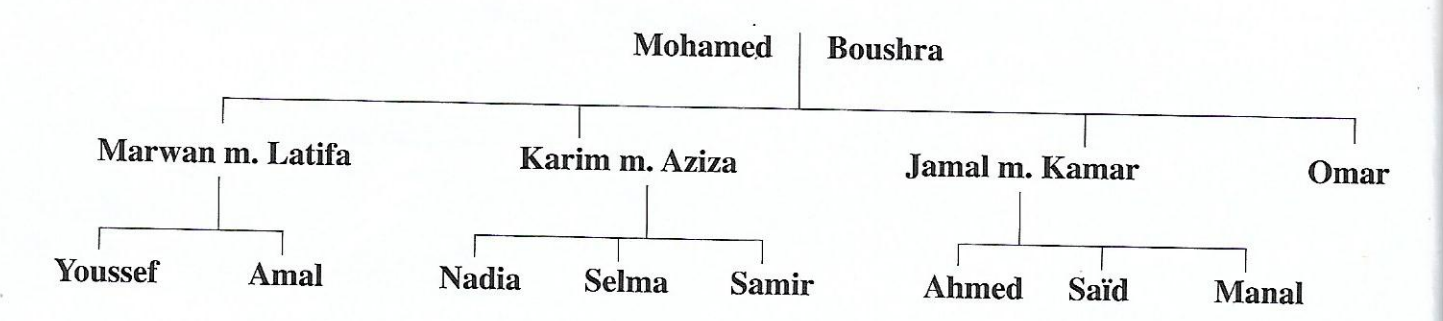


5 Complete the sentences using *There is* or *There are.*

(10 Points)

1 __________ a shower in the bathroom.
2 __________ towels in the bathroom.
3 __________ a refrigerator in the kitchen.
4 __________ a television in the living room.
5 __________ pictures on the walls.
6 __________ a computer on the desk.
7 __________ an armchair in the living room.
8 __________ a garage outside.
9 __________ saucepans in the cupboard.
10 __________ a washing machine in the kitche

6 Look at this family tree. You are Saïd. Complete the sentences. *(14 Points)*



1 My grandfather's name is __________.
2 I have got __________ uncles.
3 I have got two __________.
4 My __________ is called Ahmed.
5 I have got five __________.
6 Uncle Omar isn't __________.
7 My father is called __________.
8 Latifa is Marwan's __________.
9 Samir has got two __________.
10 Kamar's mother is called __________.
11 Karim has got __________ brothers.
12 Nadia has got __________ brother and __________
13 __________ has got two brothers.
14 Jamal and Kamar have got three __________.

***Total:* 50 Poi**

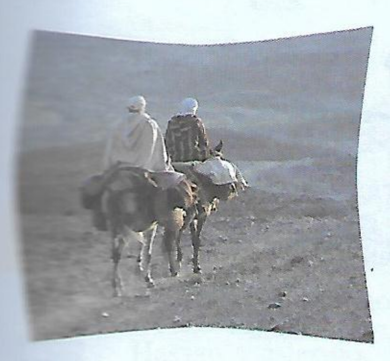
Unit 7

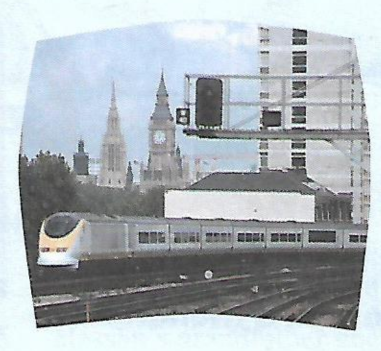
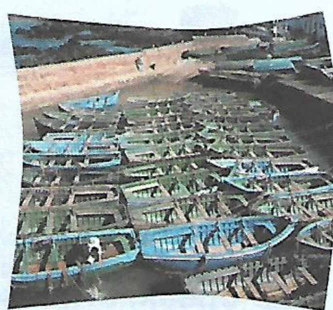
Transport

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening / reading	identifying and responding to appropriate language of time and means of transport
	Listening	identifying and using appropriate classroom language
Presentational communication	Writing / speaking	presenting the results of a survey about means of transport through a poster to an audience of listeners

Vocabulary	**transport work shopping meet start bus taxi train car bike helicopter boat aeroplane truck donkey market station get up go to bed always usually often sometimes seldom never**
Functions	Talking about habitual actions; Asking for and giving the time
Structures	Adverbs of frequency: *always, usually, often, sometimes, seldom, never*



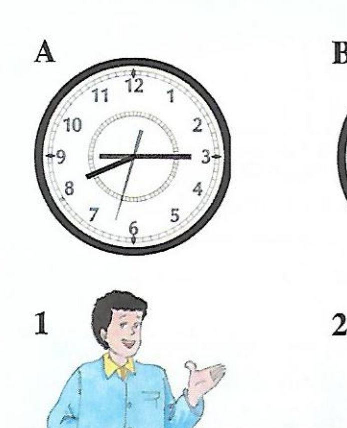
Seven o'clock
Six thirty = half past six
Eight fifteen = Quarter past eight
Ten forty-five = Quarter to eleven

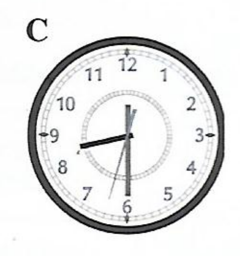
1 Read. Match the clocks to the people.

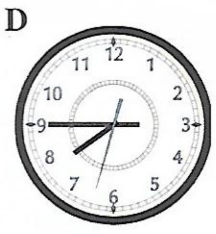
New objectives

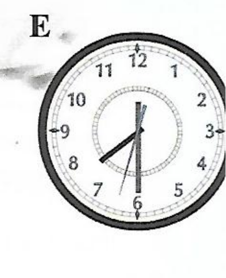
To introduce and practise telling the time
To draw awareness to different ways of saying same thing
To ask and answer questions with *What time ...*

A B C D E

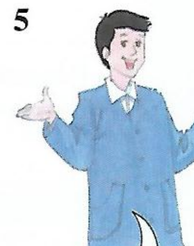




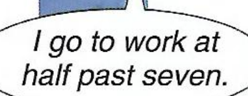








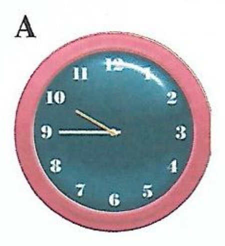
1. *I go to school at seven o'clock.*
2. *I go to work at quarter to eight.*
3. *I go to school at eight fifteen.*



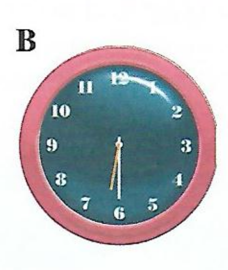
5. *I go to school at half past eig*

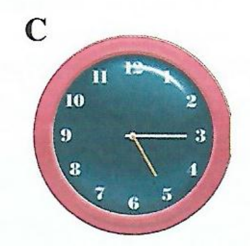
2 Listen. Match the clocks to the people.

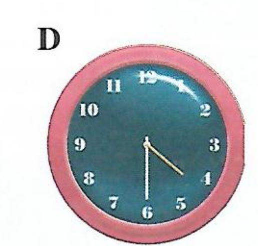
A B C D E

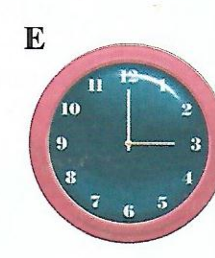










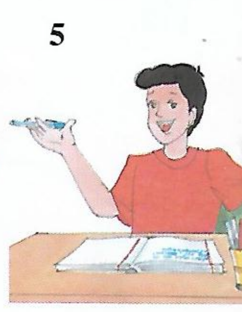


1 2 3 4 5









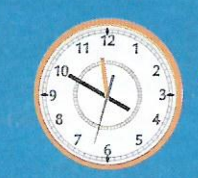
3 Speak. Practise with a friend.

S1: What time do you go to school?
S2: I go to school at eight o'clock.

S1: What time does your father go to work?
S2: He goes to work at six forty-five.

What time is it?





It's ten past four.
It's four ten.

It's ten to twelve.
It's eleven fifty.

New objective

To introduce and talk about different means of transport

4 Speak. Say what time it is. Practise with a partner.



S1: What time is it?
S2: It's six fifty.
S1: It's ten to seven.



I walk to …
I go to … by bus.

You go to ... by taxi.
He / She goes to … by train.

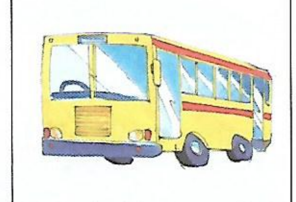
We go to … by car.
They go to ... by bike.

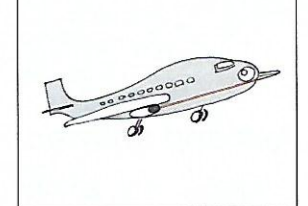
5 Match the words with the pictures.

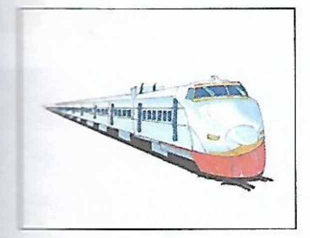
bus	train	taxi	car	bike	donkey	helicopter	aeroplane

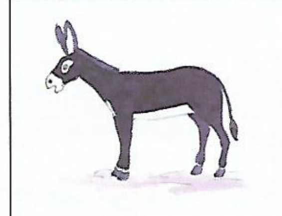


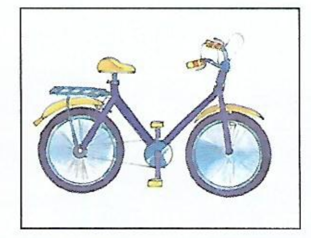














6 Listen to Hassan. Tick the correct sentences.

- ☐ 1 Hassan goes to school by bus.
- ☐ 2 Hassan's sister goes to school by bus.
- ☐ 3 Hassan's father goes to work on a donkey.
- ☐ 4 Hassan's mother goes to the shopping centre by taxi.
- ☐ 5 Hassan's grandfather goes to the market by truck.
- ☐ 6 Hassan's cousins go on holiday by aeroplane.

What time do you ... ?
How do you ... ?

New objective

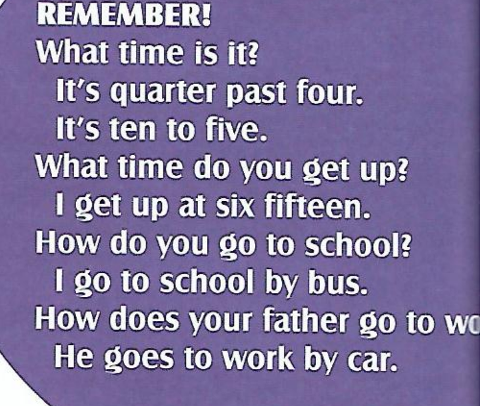
To introduce adverbs of frequency an
use them to talk about daily routines

7 Write. Complete the sentences.

What time do you get up?	I get up at twenty-five past six.
What time do you leave home?	I leave home at ______________.
How do you get to the train station?	I ________ to the train station.
How do you go to work?	I go to work by ______________.
What time does the train leave?	The train leaves at ______________.











8 Speak. Ask and answer. Practise with a friend.

S1: What time do you get up?
S2: I get up at ….

S1: How do you go to school?
S2: I go to school by …

100% ← → 0%

always	usually	often	sometimes	seldom	never
[all the time]	[most of the time]	[a lot of the time]	[some of the time]	[not much of the time]	[no time]

9 Read.

Hassan *always* goes to school by bus.
Hassan's sister *usually* goes to the library by bike.
Hassan's mother *often* goes to the shopping centre by taxi.
Hassan's father *sometimes* goes to work by train.
Hassan's cousins *seldom* go to school by bike.
Hassan's grandfather *never* goes to the market by taxi.

10 Write. Look at the pictures and complete the sentences.

New objective

To express *when* and *how* you travel

	Hassan	Hassan's mother	Hassan's father
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

1 Hassan never goes to school by bus. He always goes by bike.

2 Hassan's mother ________ goes to the market by bus. She _________ goes by ________.

3 Hassan's father ________ goes to work by bike. He _________ goes by ________.

11 Speak. Practise with a friend.

S1: I never go to school by bus. I sometimes go by car, but I often go by bike.
S2: I seldom go to school by bike. I often go by bus.

12 Listen. Tick the correct sentences.

☐ 1 Amine always goes to school by bike.

☐ 2 Manal sometimes goes to the library by bike.

☐ 3 Omar often goes to football practice by taxi.

☐ 4 Ahmed never walks to football practice.

☐ 5 Leila always visits her cousins by aeroplane.

☐ 6 Nora and Naïma usually visit their grandfather on a donkey.

13 Write about yourself and your famil

I'm …. I … go to school by ….

I never go by …. My father … goes … by …

My mother … goes … by ….

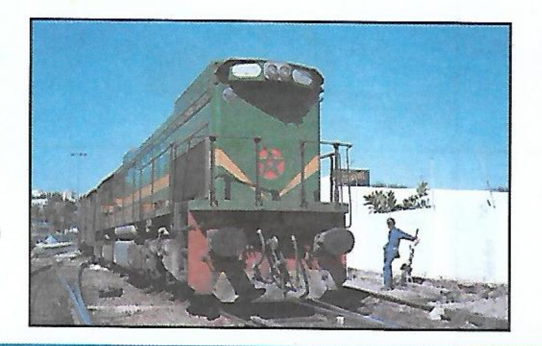
Do you know about ... travelling?

 *There are 57,920 kilometres of roads in Morocco.*

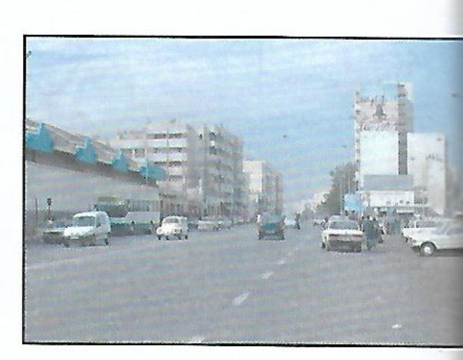
 *There are 1,907 kilometres of railway track in Morocco.*

 *It is compulsory to wear a helmet when you are riding a motorbike.*

 *Small taxis are a different colour in each large city. They are red in Casablanca and blue in Rabat.*







Project: Transport

Make a chart and tick the modes of transport you see each day for one week.
Then make a poster showing your results.

Transport Spotter

	Bus	Bike	Car	Taxi	Donkey	Plane	Helicopter	Train	Truck
Monday	✔	✔	✔						✔
Tuesday	✔	✔	✔	✔		✔			
Wednesday	✔	✔	✔		✔			✔	
Thursday		✔	✔						
Friday	✔	✔	✔			✔			
Saturday	✔		✔	✔		✔			
Sunday		✔	✔		✔				



I saw a car every day.
I saw a donkey on Wednesday and Sunday.
I didn't see a helicopter.
I saw a bus on Monday, Tuesday,
Wednesday, Friday and Saturday.



Unit 8

Hobbies

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpersonal communication	Listening / speaking	asking and answering questions about hobbies orally and in writing
	Speaking	clarifying or asking for clarification about hobbies
Interpretative communication	Reading	interpreting information about your peers' hobbies
Presentational communication	Writing	presenting the results of a class survey about hobbies to the whole class

Vocabulary	**draw read paint write brush wash use eat wait guitar piano**
Functions	Expressing likes and dislikes; talking about leisure activities
Structures	Present continuous (affirmative, negative, interrogative); *I like/don't like* + gerund (affirmative, negative, interrogative)





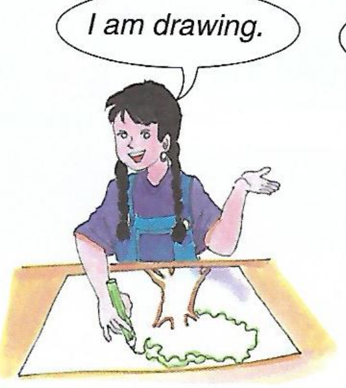

What are you doing?
What is he/she doing?
What are they doing?

I am ... + ing
You are ... + ing
He/She/It is ... + ing
We are ... + ing
They are ... + ing

New objective

To introduce the present continuous tense and to describe actions taking place at the time of speaking using the target tense

1 Read.









2 Speak. Say what these people are doing.











3 Speak. Practise with a friend.

S1: What is Salim doing?
S2: He is listening to music.

S2: What is Susan doing?
S1: She is playing computer games.

S1: What are Kamar and Selma doing?
S2: They are shopping.

4 Write. What are these people doing?



Manal is brushing her hair.



Saïd __________ his bicycle.



Mr and Mrs Tazi __________ dinner.



Ahmed __________ his homework.

5 Act and speak.

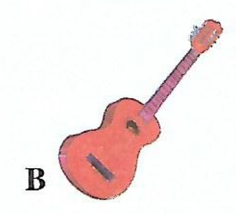
I am reading. I am playing football.

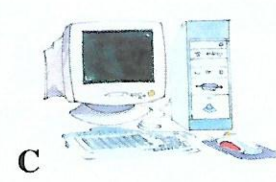
New objective

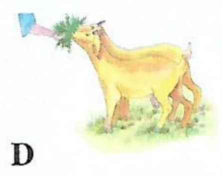
To ask and answer questions about actions taking place at the time of speaking, using the present continuous tense

6 Listen. Match the activities to the people.


A


B


C

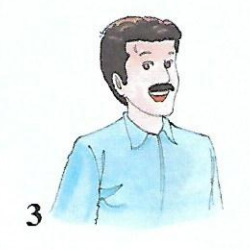

D


E


F


1


2


3


4


5


6

Are you ... + ing ...?	Yes, I am.
	No, I'm not.
Is he/she/it ... + ing ...?	Yes, he/she/it is.
	No, he/she/it isn't.
Are they ... + ing ...?	Yes, they are.
	No, they aren't.

REMEMBER!
I am writing.
You are painting.
He/She/It is eating.
We are playing football.
They are watching television.
What are you doing?
I am doing my homework.
We are listening to music.
What are they doing?
They are going shopping.



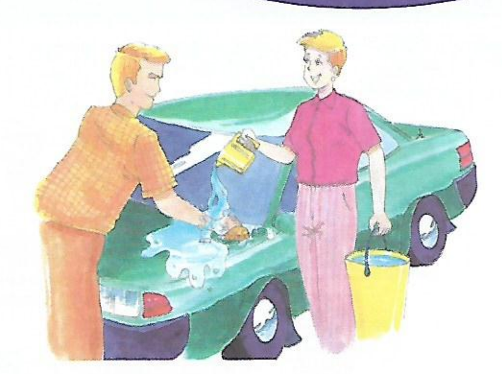
7 Speak. Practise with a friend.



S1: Is Tariq listening to music?
S2: No, he isn't. He's reading.



S1: Is Mohamed playing his guitar?
S2: Yes, he is.

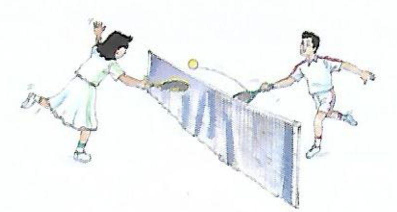


S2: Are Mr and Mrs White eating breakfast?
S1: No, they aren't. They're washing the car.

8 Speak. Practise with a friend.

New objective

To express likes and dislikes using gerunds.



1 Is Aziza playing computer games? Yes, she is.
2 ___ Selma and Salim ______ the guitar?
3 ___ Ben _______ to music?
4 ___ Mr and Mrs Rakib _______ television?

9 Write. What are they doing?






1 Jamal is drinking a glass of milk.
2 Nadia ____________________.
3 Tom ____________________.
4 Simon and Ben ____________________.

I like … + ing.	I don't like ... + ing.
You like … + ing.	You don't like ... + ing.
He/She/It likes … + ing.	He/She/It doesn't like ... + ing.
We like … + ing.	We don't like ... + ing.
They like … + ing.	They don't like ... + ing.

REMEMBER!
Are you watching television?
Yes, I am.
No, I'm not. I'm listening to music.
Is he/she/it eating dinner?
Yes, he/she/it is. No, he/she/it isn't.
He/She/It is drinking.
Are they going to the market?
Yes, they are. / No, they aren't.
They're visiting their grandparents.

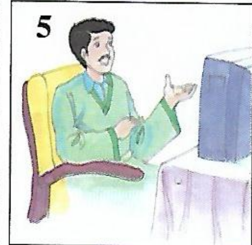
10 Write. Complete the sentences.

1

2

3

4

5

6


1 I like using (use) my computer.
2 We don't like playing (play) football
3 They ____________ (shop) at the market.
4 She ____________ (brush) her hair.
5 He ____________ (watch) television.
6 They ____________ (wait) for the bus.

11 Listen. Tick the correct sentences.

- ☐ **1** Fatima likes going to school.
- ☐ **2** Najib doesn't like doing his homework.
- ☐ **3** Abdelaziz and Abdellatif like playing football.
- ☐ **4** Jamal doesn't like eating couscous.
- ☐ **5** Nadia and Nora don't like listening to music.
- ☐ **6** Jenny and Susan like watching television.

New objectives

To speak about likes and dislikes through questions and answers
To practise transferring data to a chart
To use data as a prompt for speaking

12 Speak. Say what you *like* and *don't like* doing. Practise with a friend.

S1: I like playing football, but I don't like listening to music.
S2: I don't like going to the market, but I like visiting my grandparents.

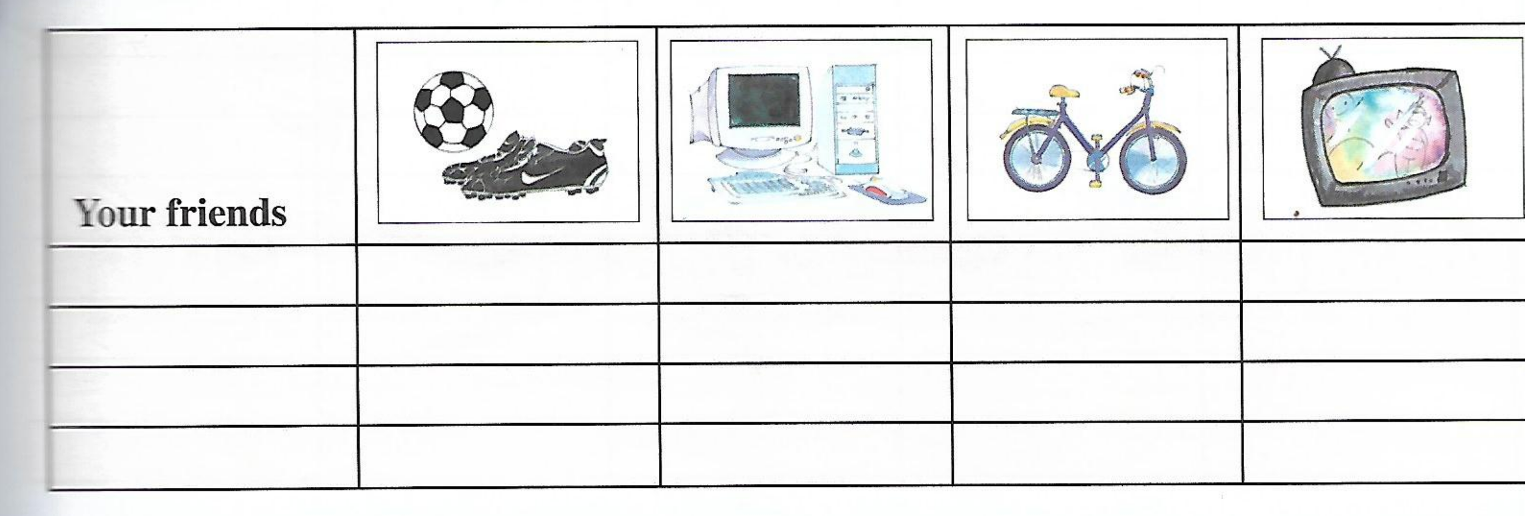
Do you like … + ing? — **Yes, I do. / No, I don't.**
Does he/she/it like … +ing? — **Yes, he/she/it does. / No, he/she/it doesn't.**
Do they like … + ing? — **Yes, they do. / No, they don't.**

13 Speak. Practise with a friend.

S1: Do you like …? S2: Yes, I do. / No, I don't.
S2: Do you like …? S1: Yes, I do. / No, I don't.

14 Write. Do a survey. Ask four friends what they like.

Do you like …?



Your friends				

15 Speak. Tell the class what your friends *like* and *don't like*.

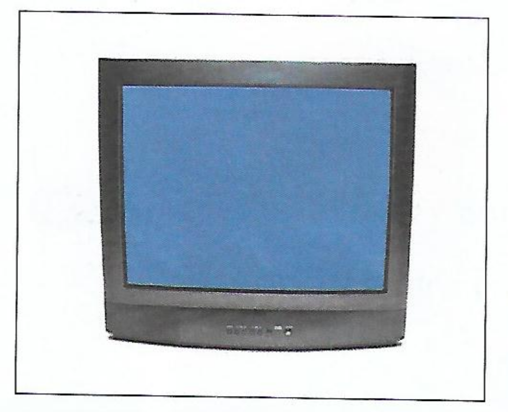
Do you know about ... sporting adventures?



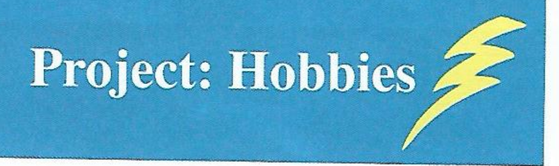
 *60% of Moroccan families own a television set.*

 *There are 3.1 million televisions in Morocco.*

 *There are 2 television stations in Morocco.*







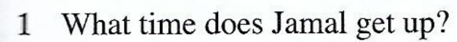
Project: Hobbies

Do a class survey. Find out which hobbies your friends have and make a chart showing them.

Review 4

1 Listen and match. Then write the sentences. *(10 Points)*

1 What time does Jamal get up?

D 

2 What time do Jamal and Mohamed eat their breakfast?

☐ 

3 What time does Mrs Tazi go to the market?

☐ ______________________________

4 What time does Latifa have her lunch?

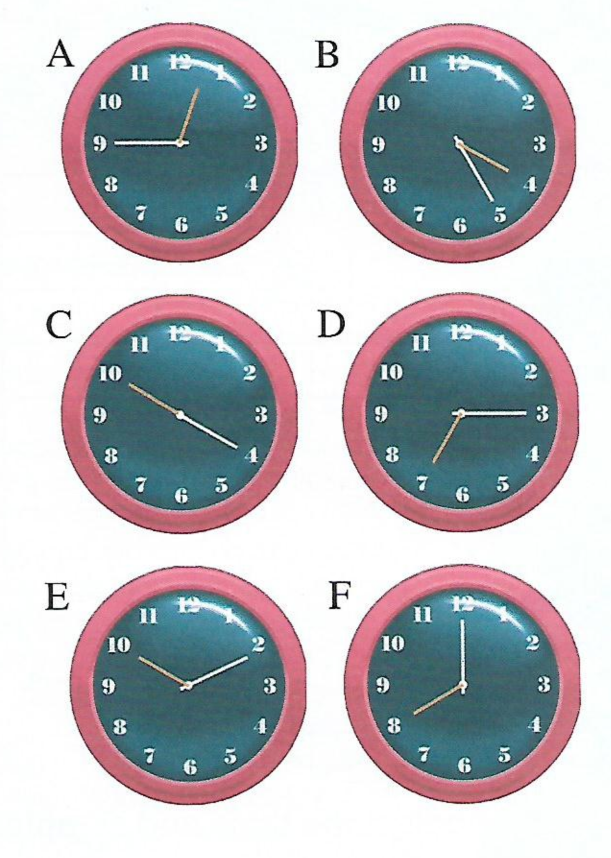
☐ ______________________________

5 What time does Jamal do his homework?

☐ ______________________________

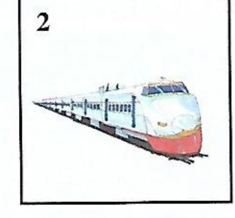
6 What time does Jamal go to bed?

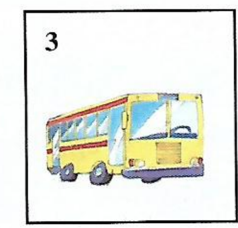
☐ ______________________________



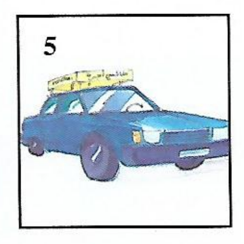
2 Write. How do they travel? *(10 Points)*

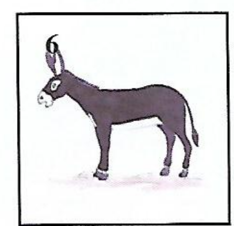












1 Marwan travels by bike.

2 Mr Samadi ______________.

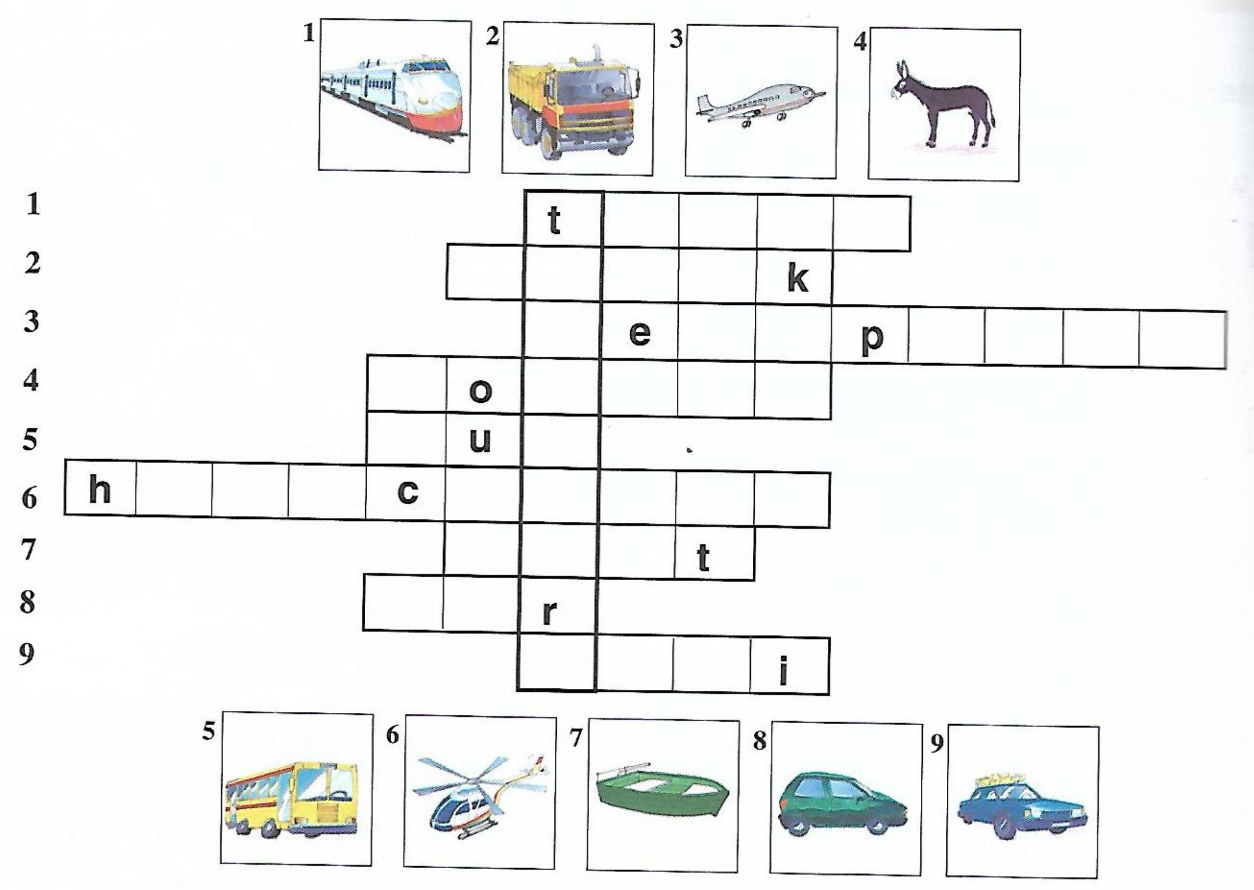
3 Omar ______________.

4 Mr and Mrs Mimouni ______________.

5 Uncle Abdelaziz ______________.

6 Grandfather ______________.

3 Look at the pictures. Complete the word grid and find the hidden word. (10 Points)



4 Look at the table and complete the sentences. *(20 Points)*

	Monday		Tuesday		Wednesday		Thursday		Friday	
Hassan	7.20	bus	7.20	bus	7.20	bus	7.20	bus	7.20	[illegible]
Samir	8.15	car	8.15	car	8.15	car	8.15	taxi	8.15	[illegible]
Ahmed	6.45	bike	6.45	bike	6.45	bike	7.10	car	7.10	[illegible]
Salim	9.25	bus	9.25	bus	9.25	bus	9.25	bus	9.25	[illegible]
Jamal	5.00	train	4.45	train	5.00	train	6.30	taxi	7.35	[illegible]

1 Hassan always leaves at twenty past seven. He always goes by bus.

2 Samir ________ leaves at ______________. He ________ goes by ______.
He sometimes goes by ________. He ________ goes by bike.

3 Ahmed ________ leaves at ______________. He ________ goes by bike. He ____________ goes by car

4 Salim ________ goes by taxi. He __________ goes by ________. He ________ leaves at ________
He ________ goes by car.

5 Jamal __________ goes by train. He __________ goes by taxi. He ________ leaves at five o'clock.
He ________ leaves at half past five.

Total: 50 Points

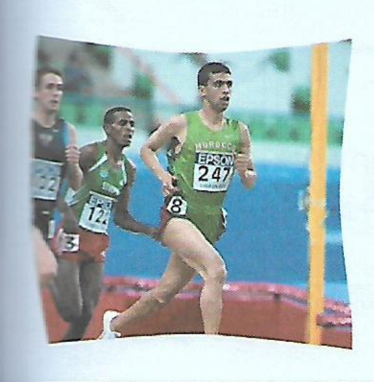
Unit 9

Sport

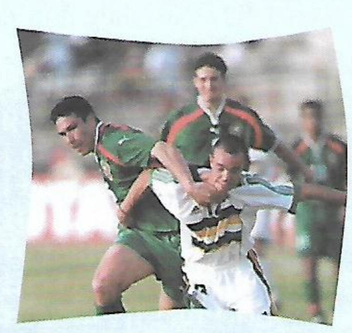
Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Speaking	responding appropriately to statements about a variety of sports
	Reading	interpreting the language functions expressing obligation and prohibition
Interpersonal communication	Listening / speaking	identifying and responding appropriately to the language functions expressing obligation and prohibition, likes and dislikes and ability
Presentational communication	Writing	presenting an itinerary and a description of an adventure holiday including the sports you do during this holiday to an audience of listeners/readers

Vocabulary	**athletics football tennis swimming boxing basketball cycling badminton skiing hockey running wear lose dive pool helmet score**
Functions	Obligation; talking about ability
Structures	*Can/Can't* (ability) ...(affirmative, negative, interrogative); *Must* (affirmative and negative)







1 Write. Label the sports.

athletics	football	tennis	swimming	boxing
basketball	cycling	badminton	skiing	hockey

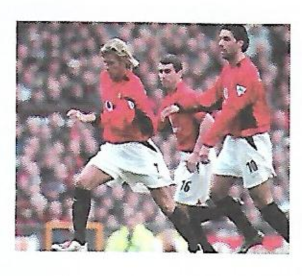
New objectives

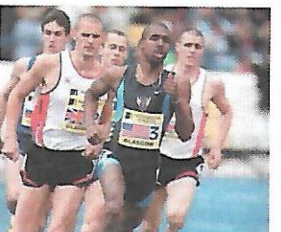
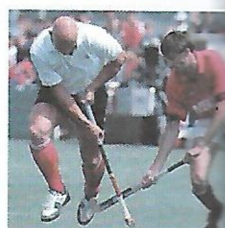
To identify and use vocabulary related to sports
To communicate orally with other students using likes and dislikes as applied to sports









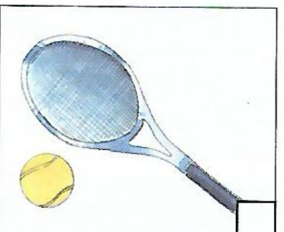




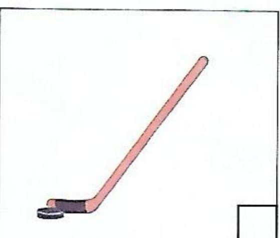
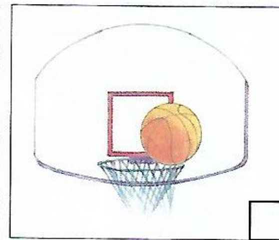
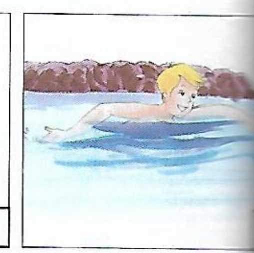
Do you like + noun?	Yes, I do. / No, I don't.
Does he/she/it like + noun?	Yes, he/she/it does. / No, he/she/it doesn't.
Do they like + noun?	Yes, they do. / No, they don't.

2 Speak. Ask and answer. Practise with a friend.

S1: Do you like running?
S2: Yes, I do.
S2: Do you like tennis?
S1: No I don't. I like …
S1: Do Hassan and Omar like football?
S2: No, they don't. They like ….

3 Listen. Tick the sports you hear.

I can/can't .... You can/can't ... They can/can't ....
He/She it can/can't .... We can/can't ....

New objective

To identify and use *can* and *can't* to express ability/inability

4 Read.



Do you like swimming?
No, I don't.
Can you swim?
No, I can't.



Do you like tennis?
Yes, I do.
Can you play tennis?
No, I can't.



Can you play football?
Yes, I can. But my friends can't.

5 Speak. Ask about the sports. Practise with a friend.

S1: Do you like running?
S2: Yes, I do. / No, I don't.
S1: Can you run?
S2: Yes, I can. / No, I can't.







6 Listen. Tick the sports each person *can* do. Put a cross next to the ones they *can't*.

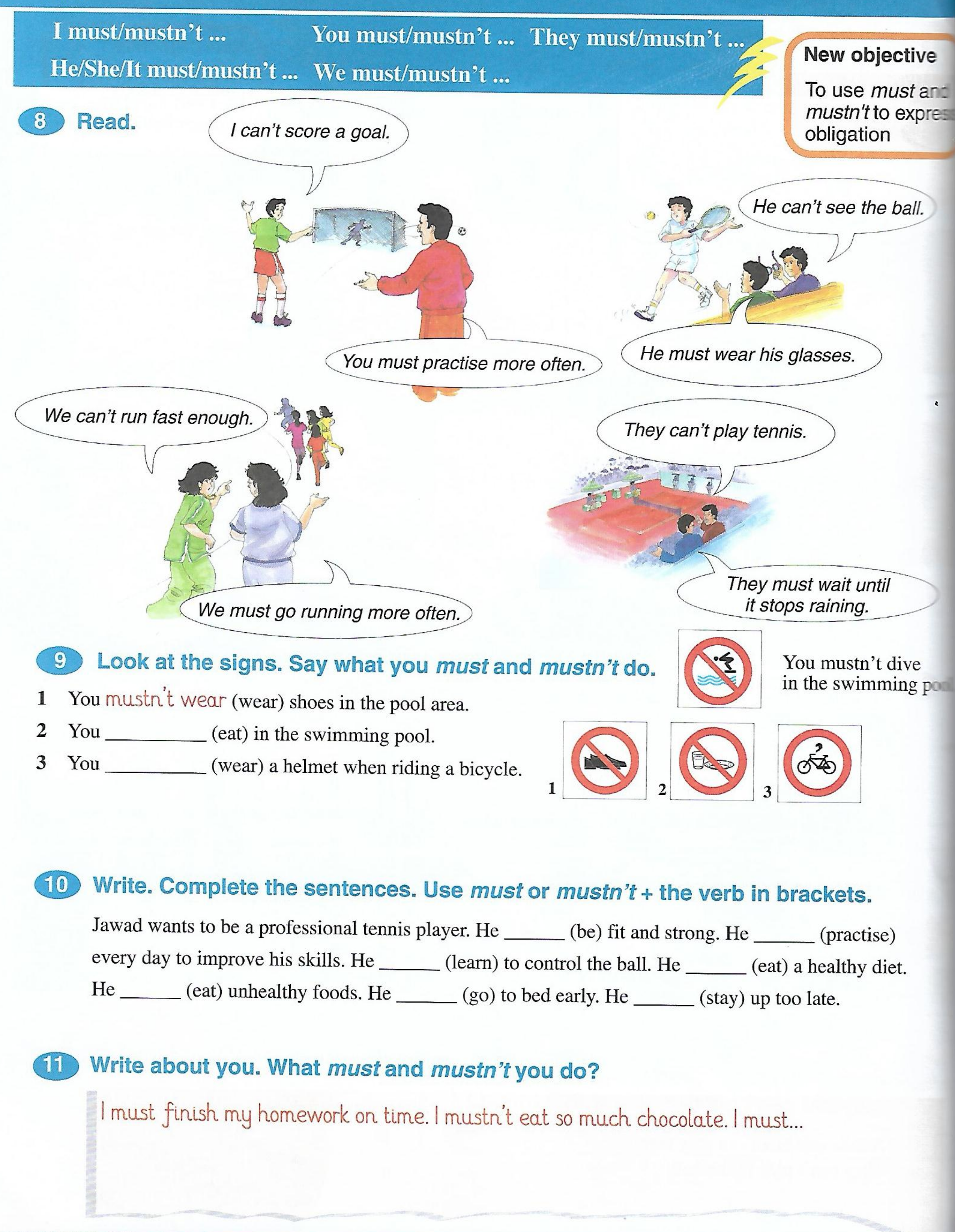
	Tennis	Basketball	Table tennis	Football
Naïma	✓	✗		
Karim				
Jamal				
Nora	✓	✓		

7 Speak. Say what sports each person *can* and *can't* do. Practise with a friend.

Naïma and Nora can play tennis.
They can't play basketball.



REMEMBER!
I can swim.
I can't play tennis.
You can run.
You can't ride a horse.
He/She/It can play football
He/She/It can't ride a bike.
We can do judo.
We can't play squash.



I must/mustn't ... **You must/mustn't ...** **They must/mustn't ...**
He/She/It must/mustn't ... **We must/mustn't ...**

New objective
To use *must* and *mustn't* to express obligation

8 Read.

9 Look at the signs. Say what you *must* and *mustn't* do.

You mustn't dive in the swimming pool.

1 You mustn't wear (wear) shoes in the pool area.
2 You __________ (eat) in the swimming pool.
3 You __________ (wear) a helmet when riding a bicycle.

10 Write. Complete the sentences. Use *must* or *mustn't* + the verb in brackets.

Jawad wants to be a professional tennis player. He ______ (be) fit and strong. He ______ (practise) every day to improve his skills. He ______ (learn) to control the ball. He ______ (eat) a healthy diet. He ______ (eat) unhealthy foods. He ______ (go) to bed early. He ______ (stay) up too late.

11 Write about you. What *must* and *mustn't* you do?

I must finish my homework on time. I mustn't eat so much chocolate. I must...

New objective

To identify the difference between *can* (ability) and *must* (obligation)

12 Listen to Philip and complete the sentences. Tick the correct answers.

1 Philip _______ plays football every day.

a ☐ always
b ☐ usually
c ☐ never

2 He can't play today because _______

a ☐ he's training.
b ☐ it's raining.
c ☐ it's Sunday.

3 Philip _______ practise hard.

a ☐ can
b ☐ must
c ☐ can't

4 Philip's sister _______ play football well.

a ☐ can
b ☐ must
c ☐ can't

5 Philip _______ eats junk food.

a ☐ often
b ☐ sometimes
c ☐ never



REMEMBER!
I must wear a helmet.
You mustn't eat unhealthy food.
He/She must try to score a goal.
We mustn't run near the pool.
They must drink enough water.

13 Speak. Abdellatif Mimouni is a Moroccan tennis player. Read this interview with a partner.

Hello, Mr Mimouni.

Hello.

Do you play tennis every day?

Yes, I usually do. I must practise every day to improve and stay fit.

Why do you like tennis so much?

I like tennis because I'm good at it! I can play well.

That's true. When's your next match?

Well, I mustn't play for two weeks because I've hurt my arm.

Oh dear. Tell me, what can you eat?

I must only eat healthy food. I mustn't eat unhealthy food.

I like eating unhealthy food, but I can't play tennis if I'm unhealthy!

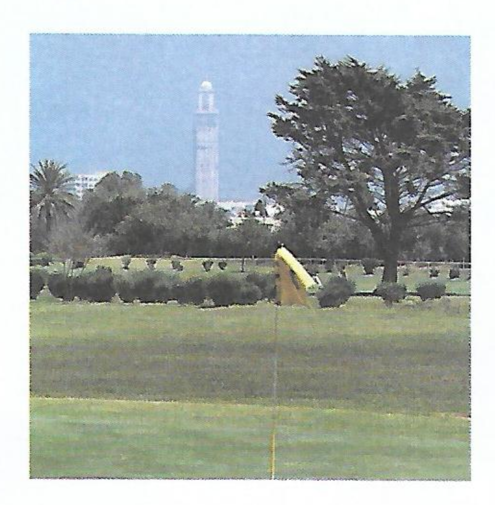


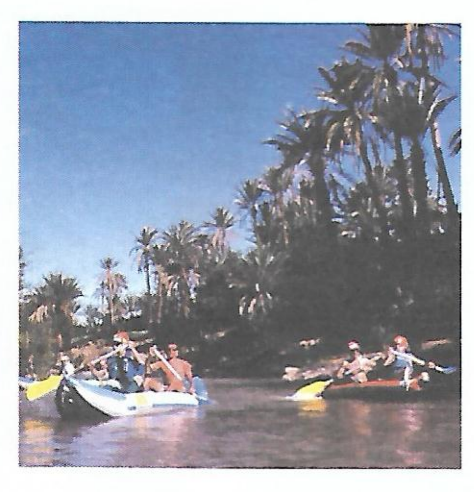
Do you know about ... sporting adventures?

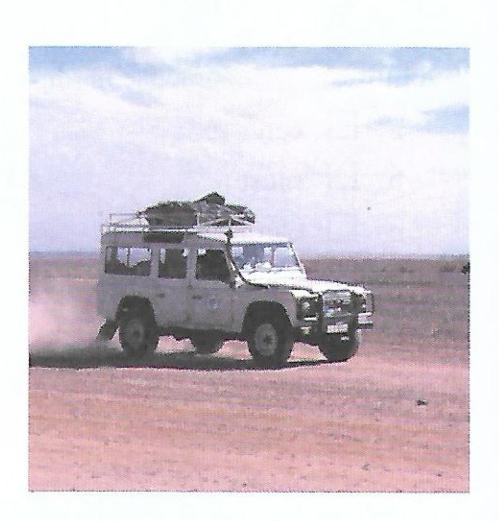
 *There are 16 golf courses in Morocco.*

 *In the Atlas Mountains, you can go skiing, hiking, trekking, rock climbing, camel riding and camping.*

 *Every year, the Paris-Dakar rally passes through Morocco. This is a race across the Sahara desert.*









Project: Sport

You are going on an adventure holiday in the Atlas Mountains. Work with a group of friends and make an itinerary. Include lots of sports and illustrate your itinerary. Suggest what food and clothing you would need to take with you.

 *Day 1: hike to camp site*

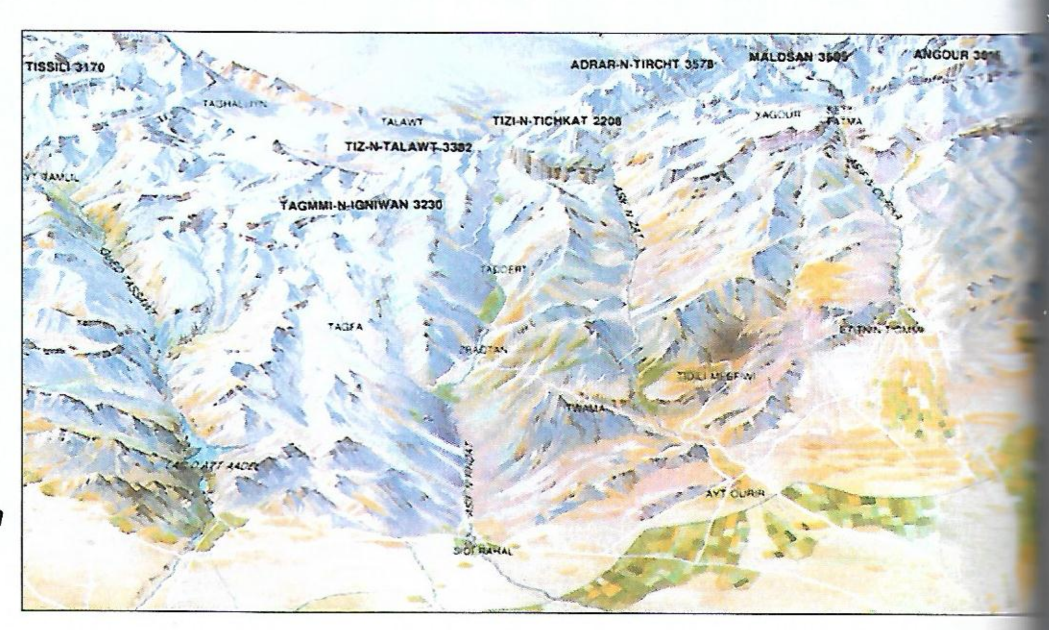
 *Day 2: pony trekking*

 *Day 3: skiing*

 *Day 4: rock climbing*

 *Day 5: free day*

 *Day 6: tennis competition*



Unit 10

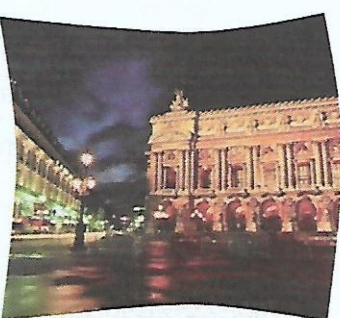
Holidays

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening	identifying specific information about a holiday from a spoken text
	Reading	identifying specific information about a holiday from a written text
Presentational communication	Writing / speaking	presenting the holiday you have planned for you and your family to an audience of listeners or readers
	Speaking	speaking clearly about your future holiday
	Speaking	speaking clearly about the weather
	Writing	writing a short text about your future holiday

Vocabulary	**months seasons dates seaside crowds hotel beach climb sunny raining cold windy foggy cloudy snowing**
Functions	Talking about future plans and the weather
Structures	Expressing dates; *going to; would like*



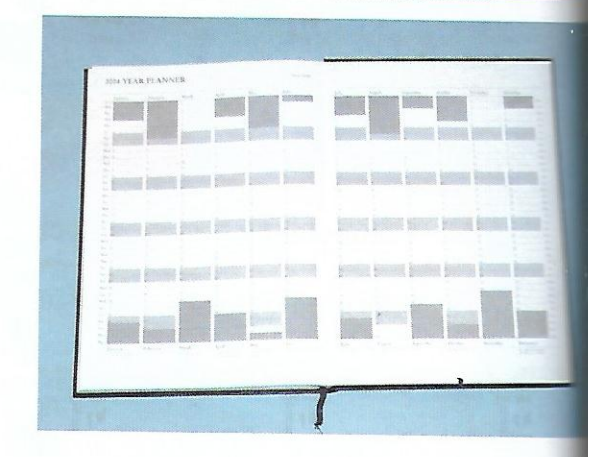
January	April	July	October
February	May	August	November
March	June	September	December

New objectives

To introduce vocabulary related to months and seasons
To read and answer questions about different holidays

1 Match. Then say the dates.

1	The twenty-first of June, 2004.	A	28.4.04
2	The seventh of December, 2004	B	21.6.04
3	The twelfth of March, 2004	C	4.2.04
4	The fourteenth of September, 2004	D	7.12.04
5	The twenty-eighth of April, 2004.	E	9.5.04
6	The ninth of May, 2004.	F	12.3.04
7	The fourth of February, 2004.	G	14.9.04



2 Write. Match the months to the seasons.



Spring

March

___

___



Summer

___

___

___



Autumn

___

___

___



Winter

___

___

___

3 Read.



Pierre Martin takes his holiday in winter. He goes skiing in January or February.

Mr and Mrs Ibrahimi like the countryside in spring. They go on a walking holiday in April or May.



The Aouita family like swimming. They take their holiday in summer. They go to the seaside in July or August.





Grandpa and Grandma do… like crowds. They take the… holiday in autumn. They s… at a seaside hotel in Septem…

4 Write. True or false?

☐ 1 Pierre Martin goes skiing in winter.
☐ 2 He usually goes in March.
☐ 3 Mr and Mrs Ibrahimi like the countryside in summer.
☐ 4 They go walking in the mountains.
☐ 5 The Aouita family go to the countryside in winter.
☐ 6 The Aouita family do not like swimming.
☐ 7 Grandpa and Grandma like crowds.
☐ 8 They go on holiday in September.

New objective

To talk about future plans using *going to*

5 Listen and read.

Daddy, are we going to have a holiday this year?

Of course we are, Latifa. We always have a holiday in summer.

Where are we going to go?

We're going to stay on Grandpa's farm, aren't we? We always stay with Grandpa in August.

No, Noureddine, we're not going to visit Grandpa this year. He's going to come on holiday with us. We're all going to fly to Spain. We're going to book a hotel and stay by the sea.

6 Write. Complete the sentences using the correct verb form.

1 The Rakib family are going to have (have) a summer holiday.
2 They ________________ (go) to Spain this year.
3 They ______________ (book) a hotel.
4 They ______________ (not visit) Grandpa's farm.
5 Grandpa ______________ (go) with them.
6 They ______________ (stay) by the sea.

I am going to have ...
You are going to stay ...
He/She is going to visit ...
We are going to book ...
They are going to see ...

7 Speak. Complete the dialogue and practise with a friend.



Are we going to go by aeroplane?
Yes, we are going to fly (fly) over the mountains.
Are we ___________ (see) lots of beautiful sites?
Yes, and we ___________ (swim) in the sea every day.
We ___________ (eat) lots of good Spanish food.
And we __________ (have) ice cream every day!

8 Listen. Match the people with the holidays. Write the names under the pictures.

New objective

To consolidate the use of the target structure (*going to*) through descriptions of holiday plans

Aziza

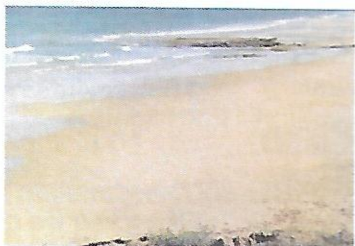


Ben

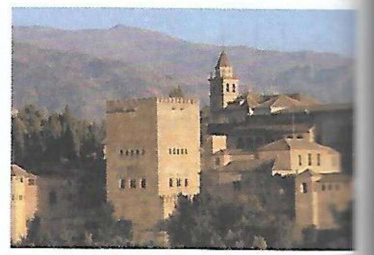
Nadia

Mehdi









__________ __________ __________ __________

9 Listen again. Say whether these sentences are true or false. Correct the false sentences.

1 Ben is going to visit his friend in Morocco.
2 Nadia is going to go to Spain.
3 Nadia is going to stay in a house on the beach.
4 Mehdi is not going to have a holiday this year.
5 Mehdi is going to go skiing in France.
6 Aziza is going to go on holiday to France.
7 Aziza is going to stay in a house in the countryside.

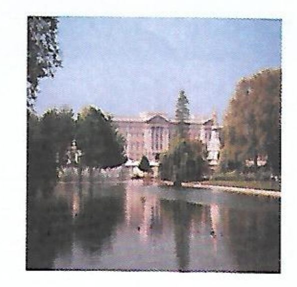


REMEMBER!
I'm going to go to Morocco.
You're going to fly to Spain.
He/She is going to eat Spanish foo
We are going to swim in the sea.
They are going to visit their friends

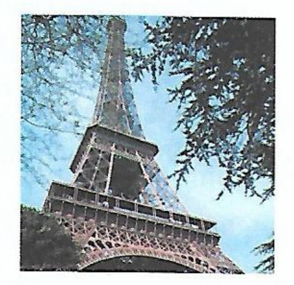
10 Speak. Say where you are going to go on holiday. You can make up the details. Practise with a partner.

S1: Where are you going to go on holiday?
S2: I'm going to go to Spain. I'm going to visit my friend. I'm going to swim in the sea.

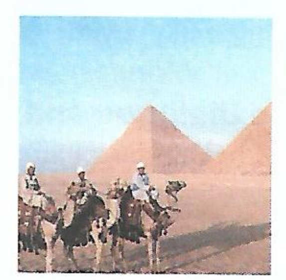
11 Write. Look at the photos. Choose one of the holiday venues below and write what you are going to do.



London, England
Visit Buckingham Palace
Go on London Eye



Paris, France
Climb Eiffel Tower
Eat snails



Cairo, Egypt
Sail up Nile
Visit pyramids



Fez, Morocco
See Karaouiyine mos
Go shopping in the s

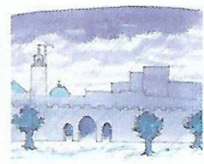
I'm going to go to England. I'm going to stay in London. I'm going to visit Buckingham Palace and I'm going to go on the London Eye.

12 Match the sentences to the pictures.

New objectives

To identify and use different adjectives related to the weather
To practise the use of the target vocabulary items by transfering information from a chart
To ask and answer questions about the weather using time markers

It's raining. It's foggy. It's sunny. It's cold. It's snowing. It's windy. It's cloudy.






________ ________ ________ ________ ________ ________ ________

13 Speak. Look at the weather listings and practise with a friend.

London	8°	New York	-2°
Paris	10°	Nairobi	24°
Cairo	21°	Singapore	26°
Rabat	17°	Casablanca	20°

S1: What's the weather like in London?
S2: It's raining and cold.
S1: How about in Paris?
S2: It's foggy and cold.



14 Write. Match the replies to the correct people.




What are you going to do this morning, Marwan?
What are you going to do this evening, Jack?
What are you going to do after lunch, Amine?
What are you going to do at lunchtime, Hassan?

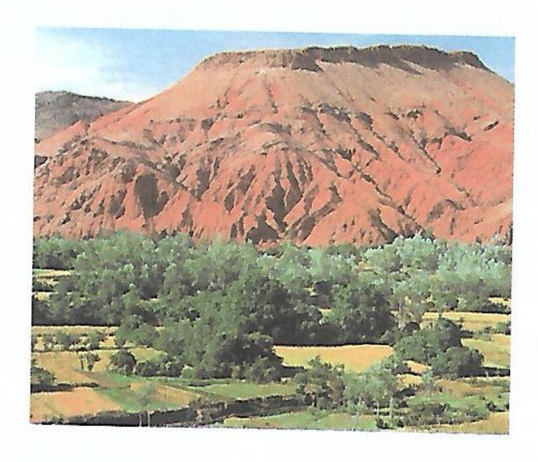
I'm going to fly my kite because it's windy.
It's snowing, so I'm going to take some photographs.
It's sunny and warm, so I'm going to go to the beach.
It's cold and wet, so I'm going to stay at home and watch television.

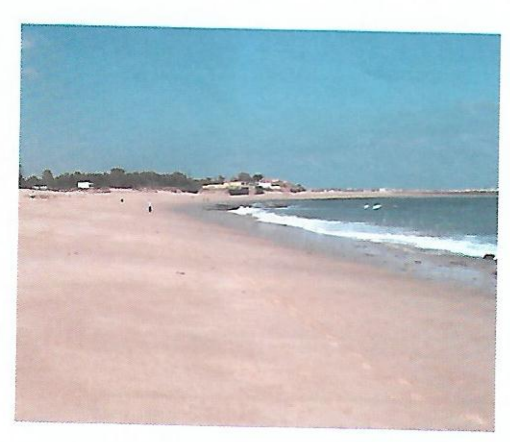


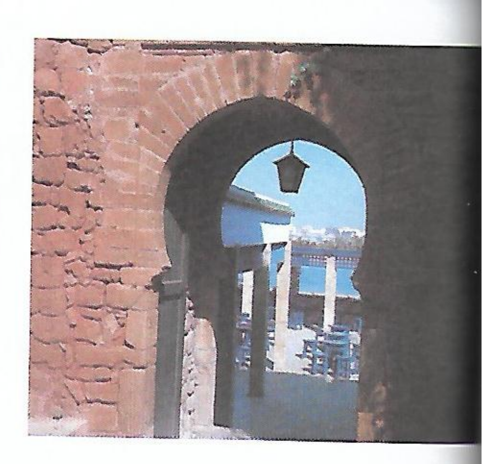

Do you know about ... holiday destinations?



About three million tourists visit Morocco every year. Some of the most popular tourist attractions are: The Atlas Mountains, D'jemaa el Fna square in Marrakesh, The Medina and the Kasbah of the Oudayas in Rabat and of course the beaches along the coast.









Project: Holidays

Plan a holiday for you and your family. You can go anywhere you want. Write about your plans.

You can include:

 *Where you are going to go.*

 *How you are going to get there.*

 *How long you are going to stay there.*

 *Where you are going to stay.*

 *What you are going to see and do when you're there.*

 *What clothes you are going to take with you.*

 *What you are going to buy.*

 *Anything else which you think is important.*



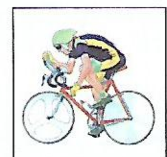
Review 5

1 Listen and say what the people are going to do and when. *(10 Points)*

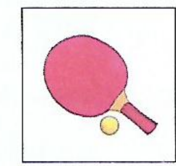
1 Mohamed is going to visit his grandparents on the twenty-second of March.
2 Marwan ____________ football on the ______________________.
3 Naïma ____________ shopping on the ______________________.
4 Abdelaziz ____________ swimming on the ______________________.
5 Latifa and Aziza __________ to Rabat on the ______________________.
6 Mr and Mrs Tazi ____________ a hotel on the __________________.

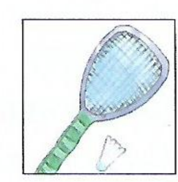
2 Name the sports. *(10 Points)*


____

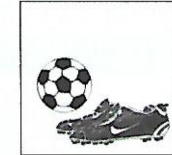

____

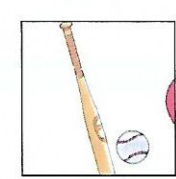

____

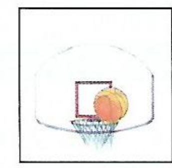

____

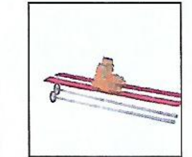

____


____


____


____


____


____

3 Complete these questions and answers. *(10 Points)*

1 Do you like running? Yes, I do.
2 ____ he _____ badminton? ✕ No, __________.
3 ____ you _____ tennis? ✕ No, __________.
4 ____ you _____ football? __________
5 ____ you _____ skiing? __________
6 ____ we _____ walking? ✕ No, __________.

4 Complete these statements and answers. *(10 Points)*

1 It's raining. Can you play football? ✕ ________.

2 It's ________. Can you play table tennis? Yes, we can.

3 It's ________. Can Salim play badminton? ________

4 It's ________. Can Nora and Naïma go swimming? ✕ ________

5 It's ________. Can you ski? ✕ ________

6 It's ________. Can you fly your kite? ________

5 Choose the best words to complete these statements. *(6 Points)*

1 I ________ play tennis today because it's raining.

a) must
b) can't

2 We ________ eat in the swimming pool.

a) must
b) mustn't

3 They ________ catch the bus at seven twenty every day.

a) must
b) mustn't

4 You ________ go skiing next week because it isn't snowing.

a) can't
b) must

5 We ________ see the mountains because it's too fo

a) mustn't
b) can't

6 He ________ play football because he's broken his

a) mustn't
b) can't

6 Complete these four sentences. You can make up the details. *(4 Points)*

1 I can ________________________.

2 I can't ________________________.

3 I must ________________________.

4 I mustn't ________________________.

Total: 50 Poin

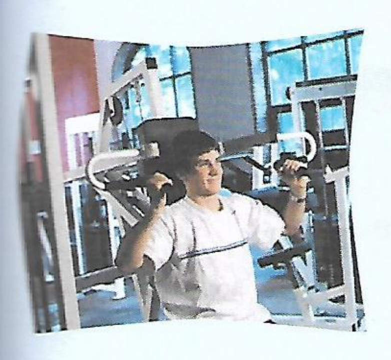
Unit 11

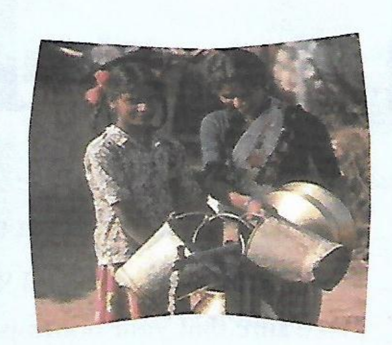
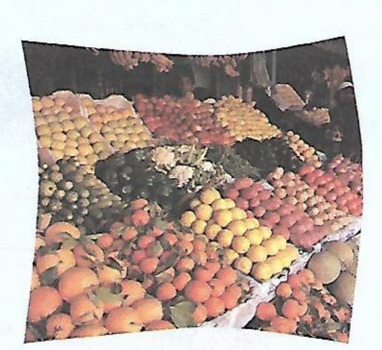
You and your health

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Reading	identifying the main idea(s) and supporting details in a text about health
	Reading / listening	identifying the uses of *should/ shouldn't* in a warning notice/text
	Reading	identifying referents in a written text
Presentational communication	Speaking	speak appropriately about how you should keep healthy
	Writing	writing a letter asking for advice about a personal problem
	Writing / speaking	presenting a leaflet about the sources of water to an audience of readers

Vocabulary	**happy safe lonely shy clean fire accident socket burn matches knives boil medicines disease filter**
Functions	Asking for and giving advice; obligation
Structures	*must/mustn't; should/shouldn't;* object pronouns; *this/these; that/those*



I should ...	I shouldn't ...
You should ...	You shouldn't ...
He/She/It should ...	He/She/It shouldn't ...
We should ...	We shouldn't ...
They should ...	They shouldn't ...

New objective

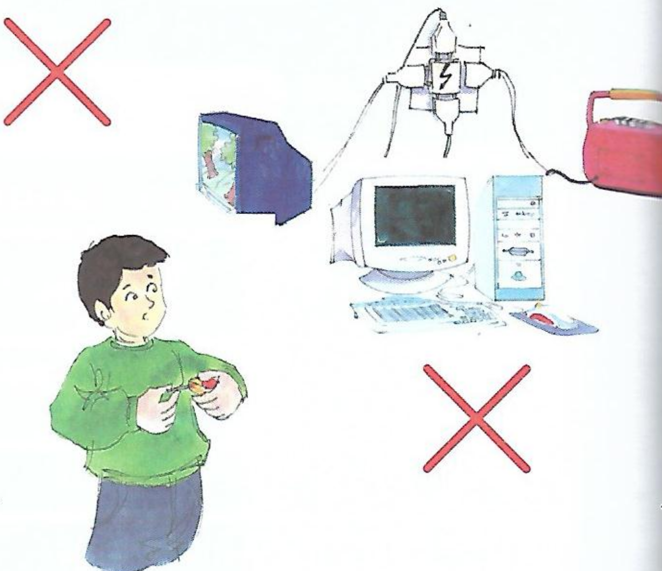
To use *should* and *shouldn't* to offer advice, to reflect on how they are used

1 Read.

Health

To be happy, you should be healthy.
To be healthy, you should have certain things.
You should have a safe home.
You should have healthy food.
You should have clothes and shoes.

Millions of people don't have these things.
Millions of people live in the streets.
Millions of people are hungry.
Millions of people don't have good clothes or shoes.
To be healthy, you should have clean water.



A safe home

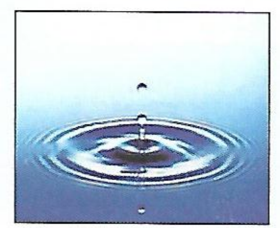
Many accidents happen in the home.
Electricity is dangerous.
You shouldn't overload sockets.
Fires and boiling water can burn you.
You shouldn't let children play with matches.
Sharp knives can cut you.
You shouldn't leave knives out.

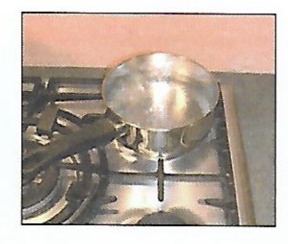
2 Speak and discuss.

What other things should you have to be healthy?
You should have proper medicine.

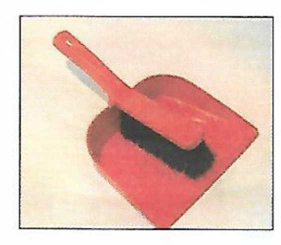
What other things shouldn't you do in your home?
You shouldn't leave toys on the floor.

3 Write. Complete these sentences with *should* or *shouldn't*.









1 You __________ drink clean water.

2 You __________ leave boiling pans of water unattended.

3 You __________ leave your front door open when you go out.

4 You __________ make sure that your house is clean.

4 Read.

New objective

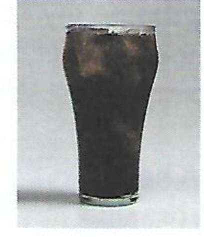
Contrast the use of *this/that/these/those*

To be healthy you shouldn't eat unhealthy food.
You shouldn't eat junk food. What is junk food? Take a look!

Why do we call it junk food? It contains a lot of salt, fat and sugar. That's why it tastes so good! You shouldn't eat too much of it.

What should you eat? You should follow a balanced diet.
You should eat fresh fruit and vegetables.




5 Look at these foods. Put them into the correct place in the table.


soft drinks


milk


french fries


vegetables


fish


chocolate cake

should have:			
shouldn't have:			

6 Listen and complete this article with *should* or *shouldn't*.

You ______ have water but you _______ drink dirty water. Dirty water can make you very sick. Every year, thousands of children die from waterborne diseases. We _______ let this happen. What ______ you do to have clean water? You ______ filter it and you _______ boil it.

7 Write. Answer these questions.

Why should you drink clean water? You should drink clean water because dirty water can make you sick.
Why should you filter and boil water?
Why shouldn't you eat too much junk food?
Why should you make sure your house is safe?

this / that / these / those

8 Write. Complete these sentences.

1 These bananas are fresh. Those bananas are old.
2 _______ olives are black. ______ olives are green.
3 _______ cake is unhealthy. _______ cake is also unhealthy!



9 Read these letters and Aunt Agony's replies with her advice.

New objective

To practise letter-writing with the purpose of asking for and giving advice

Dear Aunt Agony
I am thirteen years old, and I have lots of spots on my face. I often use face creams, but they don't help my spots. What should I do?
I hope you can help.
Aziza

Dear Aziza
Thank you for your letter. I think you are suffering from acne. This is a common problem. This is what you should do. You should wash your face with soap and water. You shouldn't put face creams on your spots. You should eat a healthy, balanced diet. You shouldn't eat junk food. I hope this advice helps you.
Aunt Agony

Dear Aunt Agony
I am very shy. I find it difficult to make friends. I am going to attend a new school in September and I'm very scared that people won't like me and I'll be lonely. Please tell me what I can do.
Yours sincerely,
Jamal

Dear Jamal
It sounds like you don't have enough self-confidence. You should try to talk to new people. You should start a conversation with someone. You shouldn't think that you are the only shy person at school. A lot of people are very shy. You should join a club where you all have a common interest. That way, you should be able to meet new people and make new friends.
Good luck at your new school.
Aunt Agony

10 Discuss.

What is Aziza's problem?
What should she do?
What shouldn't she do?

What is Jamal's problem?
What should he do?
What shouldn't he do?





11 Listen. Are these sentences true or false?

1 Tom likes maths.
2 He doesn't understand maths.
3 He should ask his brother for help.
4 He should study maths more often.
5 His brother is bad at maths.

12 Write. Write a letter to Aunt Agony asking for advice. Swap with a friend and then write a reply offering advice on his/her problem.

me you him/her/it us them

New objective

To identify and use different object pronouns

13 Read the article from Aunt Agony. Answer the questions.

Many people write to *me*. They ask me to advise *them*. Many letters are about health matters. Health is important to us all. Ask me about simple problems and I can advise you. Ask me about a serious problem and I advise you to consult a doctor. In my reply to Aziza, I advise *her* to eat healthy food. Acne is a problem, but healthy living can cure *it*. In my reply to Jamal, I suggest how he can make new friends. It's common sense really.

1 me in line 1 refers to
a) Aunt Agony
b) Aziza

2 them in line 1 refers to
a) people who write letters to Aunt Agony
b) letters to Aunt Agony

3 her in line 4 refers to
a) Aunt Agony
b) Aziza

4 it in line 5 refers to
a) healthy living
b) acne

14 Read the article again. Underline all the other object pronouns and say what or who they refer to.

15 Complete this passage with object pronouns.

I am writing a letter to Aunt Agony. I am going to ask _______ about smoking. My brother is only sixteen but he smokes. I tell ______ that he is harming himself but he doesn't listen to ______. My mother and I complain that the smoke is harming ______, too. We hate it. Passive smoking can harm ______. Millions of people smoke and it makes ______ ill. Cancer and heart disease kill ______. Smoking is a terrible habit. Don't do ______!



REMEMBER!

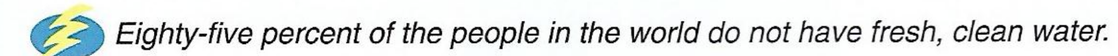
I should drink lots of water.
You should make sure your home is safe.
He/She shouldn't eat too much junk food.
We shouldn't let children play with matches.
They should boil and filter the water.

This water is clean. That water is dirty.
These children are healthy. Those children are unhealthy.

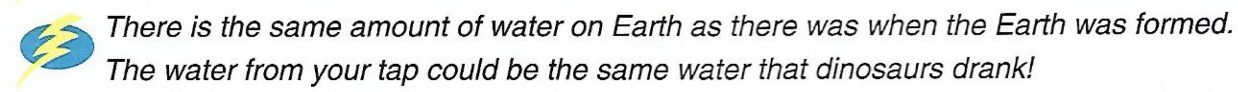
John often writes to **me**. He always asks how **you** are. I'm going to send **him** a photo of **us** and the children. He hasn't seen **them** for years.

Do you know about ... water?

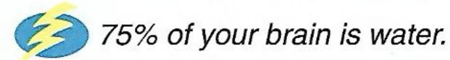




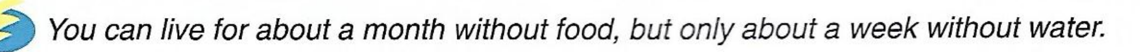
- Eighty-five percent of the people in the world do not have fresh, clean water.



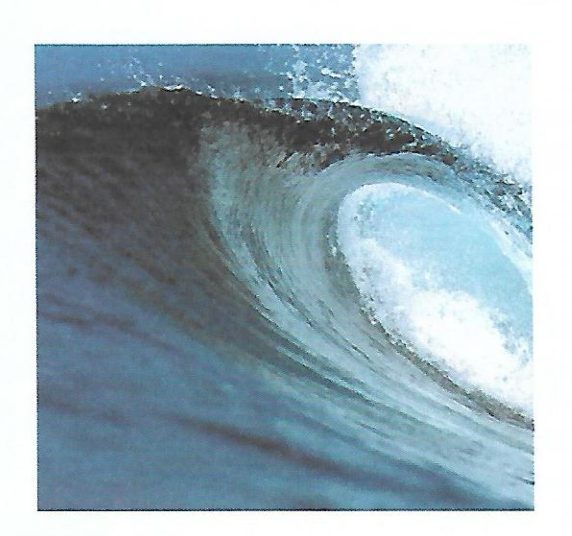
- There is the same amount of water on Earth as there was when the Earth was formed. The water from your tap could be the same water that dinosaurs drank!

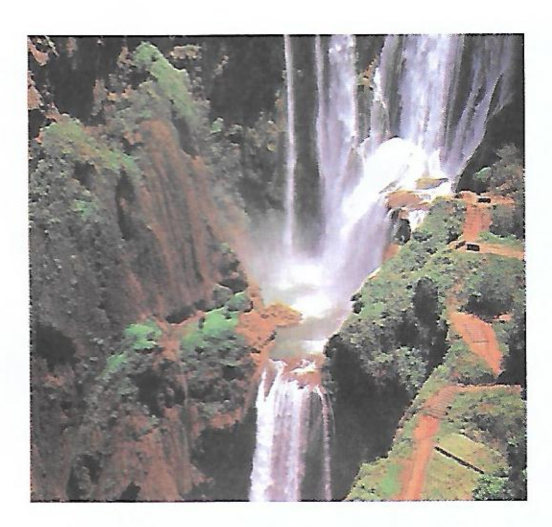


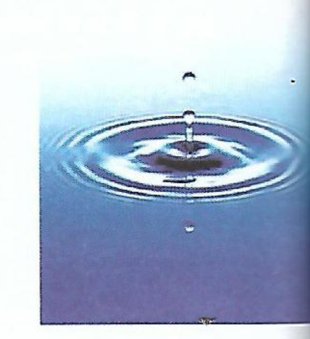
- 75% of your brain is water.



- You can live for about a month without food, but only about a week without water.

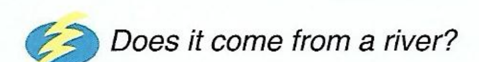






Project: You and your health

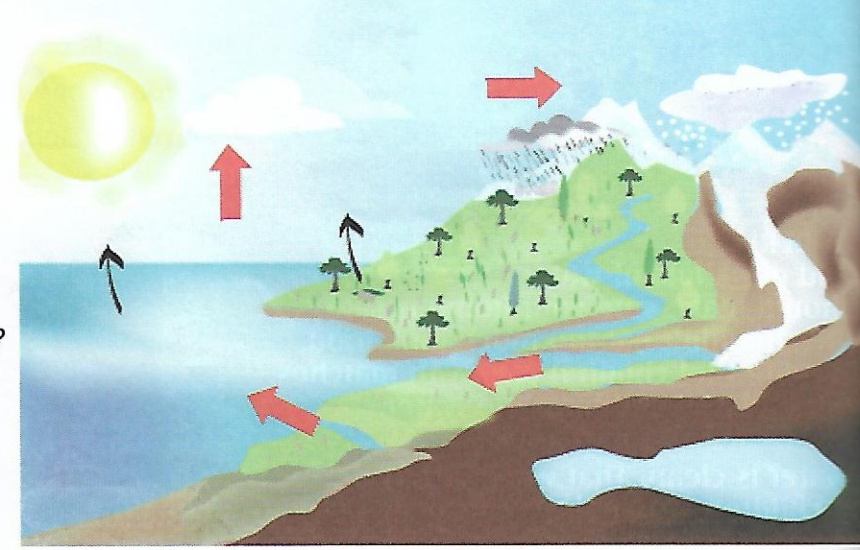
Where does water come from? Look at the picture. Find out where your water comes from and write a leaflet.



- Does it come from a river?



- Does it come from a lake?
- Does it come from a reservoir?
- Does it come from the mountains?
- Does it come from a treatment plant?
- Is the water clean?
- Can you drink it without boiling it?



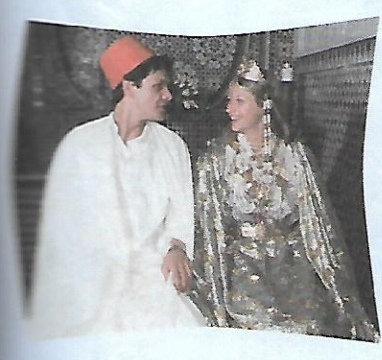
Unit 12

Celebrations

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Cross-cultural communication	Speaking / reading	comparing local celebrations with those of other countries
Presentational communication	Writing	presenting a short text about your favourite celebration
	Writing	presenting captions about a journey
	Writing / speaking	presenting a poster about a celebration or festival to an audience of listeners or readers
Interpretative communication	Listening / reading	identifying specific information from a spoken/written text about a celebration
Interpersonal communication	Listening / speaking	asking and answering questions about a famous person

Vocabulary	**wedding happy presents band dancing exciting enjoyable excellent feast bride groom boring ceremony festival decorate fast break**
Functions	Talking about the past
Structures	Simple past *(to be; regular verbs);* possessive adjectives









New objective

To use different forms of the verb *to be* in the simple past

1 Listen. Do you know how many days there are in each month? Say this rhyme.

Thirty days have September, April, June and November.
All the rest have thirty-one,
Except for February alone,
Which has twenty-eight days clear,
But twenty-nine in each leap year.

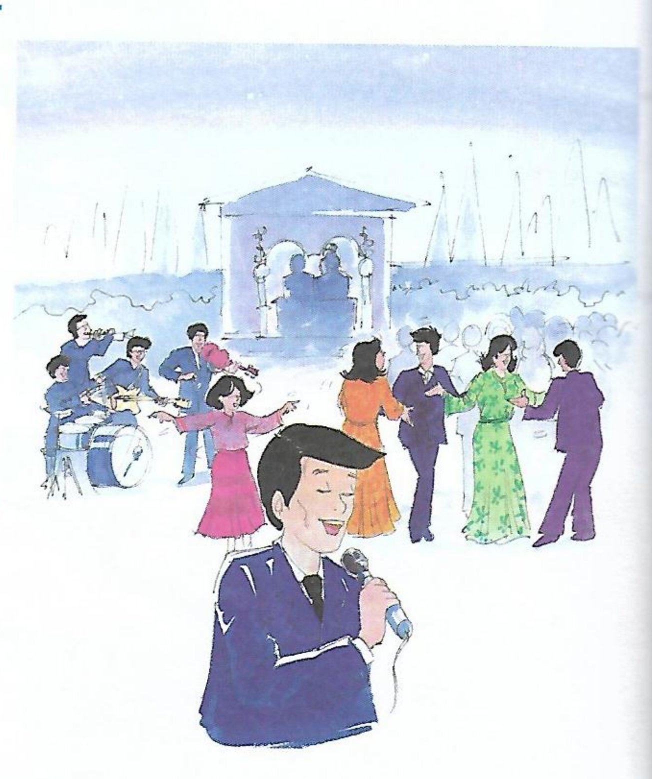
2 Speak. Say these dates. Then write them as dates.

1 The second of March, two thousand and four. 2nd March, 2004 2.3.04
2 The fifth of July, two thousand and five. ______ ______
3 The twelfth of November, two thousand and three. ______ ______
4 The twenty-first of May, two thousand and six. ______ ______
5 The seventeenth of August, nineteen ninety-eight. ______ ______
6 The third of January, nineteen twenty-four. ______ ______

I was …
You were …
He/She/It was …
We were …
They were …

3 Listen to Nora. Then answer the questions.

1 What date was the wedding?
2 What date was for the women?
3 What date was for the men?
4 When was Nora there?
5 Were there any presents?
6 What food does Nora mention?
7 Was there any dancing?
8 What does Nora say about the music?



4 Complete these sentences with *was* or *were*.

1 Nora ______ very excited at her aunt's wedding.
2 All the guests ______ very happy.
3 There ______ a lot of food at the wedding.
4 The music ______ very exciting.
5 The band ______ good.
6 There ______ lots of presents for the bride and groom.

I watched … He/She listened … They walked …
You danced … We played …

New objectives

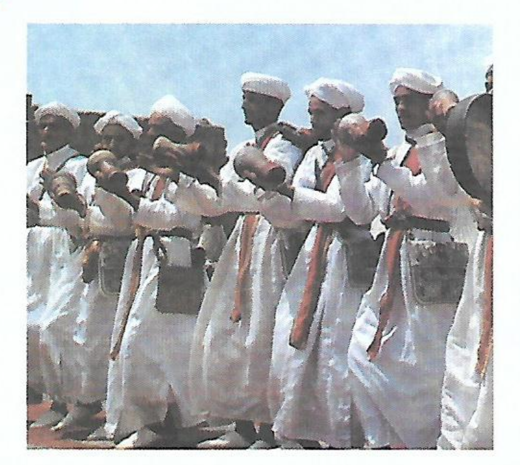
To recognise and use vocabulary related to celebrations
To introduce and use simple past of regular verbs, highlighting use of auxiliary *did*
To draw awareness to, and foster respect for, other cultures
To reflect on and use possessive adjectives

5 Listen to Marwan and complete the sentences. Use the verbs in the box, but remember to put them into the past tense.

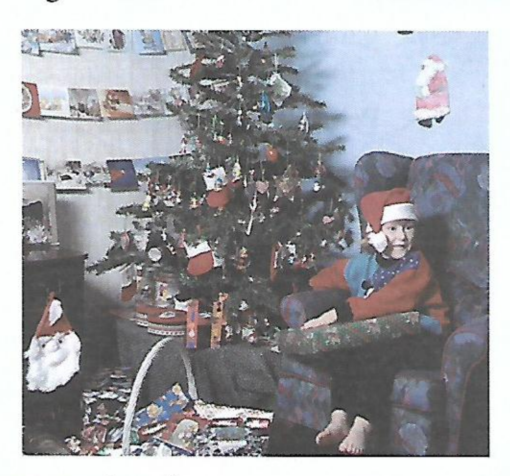
dance	behave	attend	want	play	dress

1 Last Saturday, Marwan attended his aunt's wedding.
2 Marwan ________ to go to the football match instead.
3 Marwan ___________ in his best suit.
4 He __________ very well.
5 Marwan thought that the band __________ some good music.

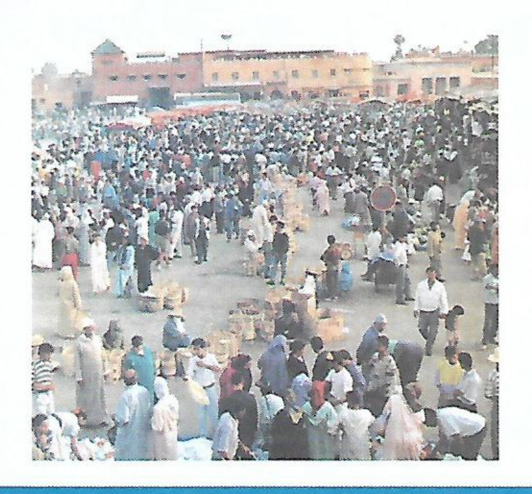

Read.



Hi! My name is Jamal. I am Moroccan but I live in Spain. Last September, however, I returned to Morocco with my family. We visited the wedding festival of the Ait Haddidou near Imilchil, high in the Atlas Mountains. My family and I really enjoyed ourselves. There were about twenty-five thousand people there and the atmosphere was excellent. We drank tea with some local people and witnessed the festival. There was a huge market called the Souk Aam and we bought lots of things.



Hello. I'm Susan. I'm from England. My favourite celebration is Christmas. Last year we stayed with my uncle and aunt. We had a great time. We decorated the living room. We had a big Christmas tree with coloured balls and lights. For Christmas lunch, we had roast turkey and Christmas pudding. There were presents for us under the tree. I received a lovely, new watch.



Hi! My name is Samir. I'm Moroccan. I really enjoy Aïd el Fitr at the end of Ramadan. The date changes every year. Last Ramadan, I fasted. The best time was the evening. We usually broke our fast at our family gathering and we all wore traditional clothing. Sometimes we went to D'jemaa el Fna in the centre of Marrakesh. We always had harira or shorbah with dates and then some pancakes with butter and honey. There is a special night, the 26th of Ramadan, when we have a meal together in the evening and then go to the mosque. We stay there until dawn. Some people got very tired, but I didn't!

New objective

To use possessive adjectives

7 Write a paragraph about your favourite celebration. Use the information on page 85 for ideas.

My favourite celebration is the henna ceremony. This takes place on the day before the main wedding celebration. The bride has her hands painted with henna. The designs are really beautiful. Last year I attended my cousin's henna ceremony and I was also able to have my hands painted with henna. The bride always has more designs than the other guests.

my your his/her/its our their

8 Read.

Every country has *its* celebrations.
Susan enjoys Christmas at *her* aunt and uncle's house.
Samir says *his* favourite celebration is Aïd el Fitr.
Jamal's family spent *their* holiday at Imilchil.
We all have *our* favourite celebration.
My favourite celebration is …

9 Complete these sentences with the correct possessive adjectives.

My name is Bob. I'm English. ______ favourite celebration is my birthday. That's when ______ relati… gather for a party. I always look forward to opening ______ presents.

Pedro is Spanish. ______ favourite celebration is rather strange. He likes to go to Valencia for a celebra… called *La Tomatina*. He likes to throw tomatoes at ______ friends. After the celebration, ______ clothes … red with tomato juice.



______ friend Leila is Moroccan. ______ favourite celebra… is a wedding. She likes to wear ______ traditional dress for weddings.

During Easter Week, Mexico decorates ______ streets with flower petals and ______ people go in procession. Easter we… is ______ favourite time of the year.

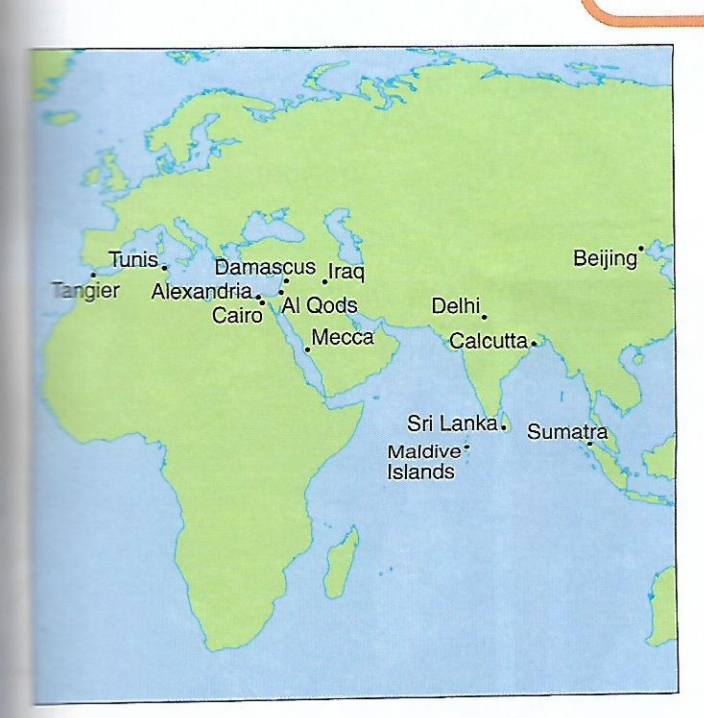
Salim and his family say that Ramadan is ______ favourite ti… They eat ______ favourite foods. They are very good for ______ health!

Do you have a favourite celebration? What is ______ fav… celebration?

10 Read about Ibn Battuta.

New objective

To ask and answer questions about a text in the simple past



In the Muslim calendar, Ramadan is the holiest month in the year and the pilgrimage to Mecca is a very important event. Muslims are great travellers. Ibn Battuta was the greatest. His journey to the Far East lasted twenty-four years!

Ibn Battuta was born in 1303 in the beautiful old city of Tangier. In 1325, he decided to make the pilgrimage to Mecca. He left Tunis with a caravan. He went with the caravan to Alexandria. He saw the tall lighthouse, one of the seven wonders of the ancient world.

He went to Cairo where he met Rodrigo, an Italian merchant. Rodrigo told Ibn Battuta about his trade with the Far East. This gave Ibn Battuta the idea of travelling to China. He visited Al Qods and Damascus. He eventually reached Mecca.

He went to Iraq, where he joined a caravan to India and arrived in Delhi. The Sultan asked Ibn Battuta to take a gift to the Emperor of China. Ibn Battuta went to the port of Calcutta. He put his baggage on a ship. Before he could board the ship, a storm drove it out to sea. Ibn Battuta lost his baggage and the Sultan's gift. But he decided to continue his journey.

He went to the Maldive Islands, Sri Lanka and Sumatra. He then went to Beijing, in China. He did not meet the Emperor. He returned to the Maghreb.

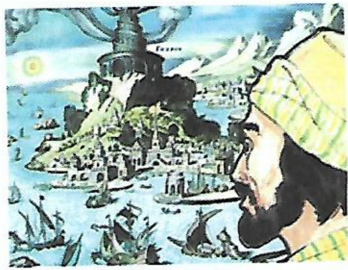
11 Speak. Ask and answer questions. Practise with a friend.

S1: Which is the holiest month in the Muslim calendar?
S2: Ramadan is the holiest month.

S2: How long did Ibn Battuta's journey last?
S1: It lasted for twenty-four years.

12 Look at these pictures of Ibn Battuta's journey. Write suitable captions for each picture.







In 1325, Ibn Battuta left Tunis with a caravan.

Do you know about ... Moroccan festivals?



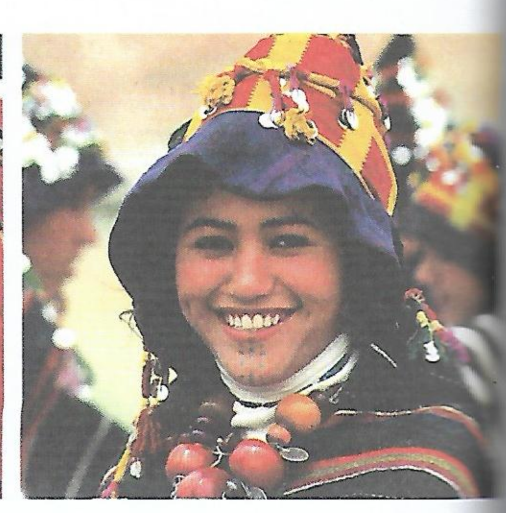
 *In Ashora, children celebrate by playing the drums and setting off fireworks.*

 *Every year, a Flower Festival is held in Kalaa Mgouna.*

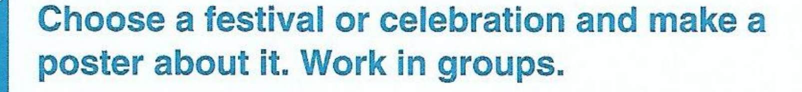
 *Every year, a Cherry Festival is held in Sefron.*







Project: Celebrations



Choose a festival or celebration and make a poster about it. Work in groups.

Include information such as:

 *What the festival celebrates.*

 *Why it is held.*

 *Where it is held.*

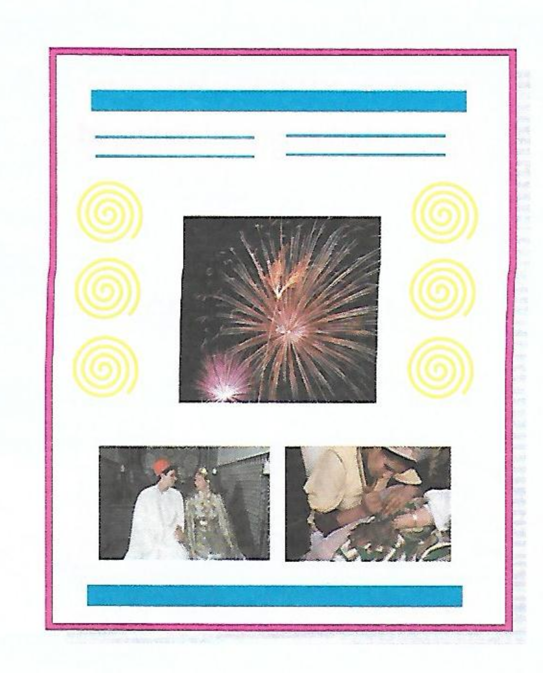
 *What happens at the festival or celebration.*

 *How long it lasts.*

 *What food you eat.*

 *What clothes you wear.*

 *Anything else which you think is important.*



Review 6

1 Listen and write the verbs in the simple past. *(10 Points)*

Dear Mohamed

We _______ (go) to Morocco for our holiday. We _______ (fly) to Rabat. We _______ (stay) for two weeks in a hotel. My mother _______ (want) to visit the Oudaya Gardens. We also ______ (walk) through the streets of the Medina. We ______ (see) Hassan Tower. We _______ (eat) delicious food and my father and I ________ (watch) a football match at the Moulay Abdellah stadium. I really _______ (enjoy) the game. We ______ (have) a great holiday.

From Simon

2 Complete the health tips with *should* or *shouldn't*. *(8 Points)*

1 To prevent spots, you _________ use too many face creams.
2 You ________ wash your face with soap and water.
3 You ________ eat too much junk food.
4 You ________ eat lots of fruit and vegetables.
5 Exercise is important. You ________ exercise at least three times a week.
6 You ________ drink two litres of water every day.
7 You ________ make sure your house is clean.
8 You ________ leave matches where children can reach them.

3 Complete the sentences with *me, you, him, her, it, us* or *them*. *(10 Points)*

I am a doctor. Many people come to see _______. I give ______ advice. When I see sick man, I tell _______ to boil his drinking water. When I see a girl with a skin problem, I tell _______ to eat a healthy diet. Exercise is good for me; it's good for ______, too. Exercise is good for _______ all.

4 **Complete the sentences with *my, your, his, her, its, our* or *their*.** *(10 Points)*

1 I'm Hassan. ________ favourite celebration is Aïd el Fitr.
2 My family and I share a feast with all _______ relatives.
3 My mother and father wear ________ best clothes.
4 My sister always wears ________ favourite dress.
5 My grandparents travel from _______ home in the countryside.
6 What is ________ favourite celebration?

5 **Complete the sentences with the simple past of *be*.** *(6 Points)*

1 My sister's wedding ________ very exciting.
2 There _______ a lot of people there.
3 It ________ on the seventeenth of June last year.
4 It _______ a hot day. I wore my new dress which _______ very comfortable.
5 There ________ three days of celebrations.
6 The henna ceremony ________ on the first day. There _______ lots of people there.
7 The wedding ceremony ________ on the last day. It _______ beautiful.

6 **Complete the sentences with *this, that, these* or *those*.** *(6 Points)*

1 We went to this mosque, but not to that one.
2 I wore ______ clothes, not ______ ones.
3 We ate at ______ table, not at ______ one.
4 We visited ______ square, not _______ one.
5 We flew in ______ plane, not in ______ one.
6 We used ______ bikes, not ______ ones.

***Total:* 50 Points**

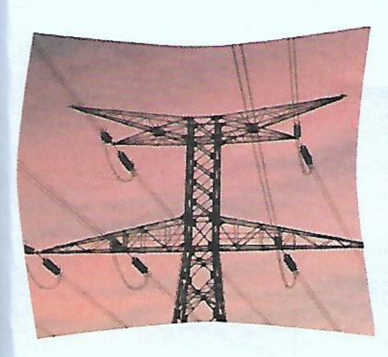
Unit 13

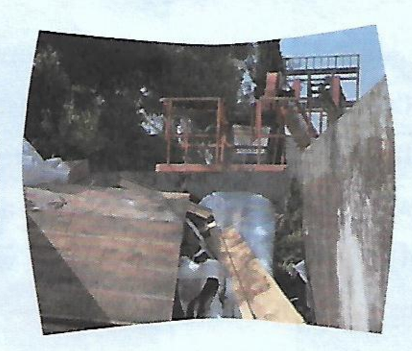
The environment

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Presentational communication	Writing / speaking	presenting ways of protecting the environment and information about recycling to an audience of readers through a poster to hang on your school notice board
	Speaking	speaking clearly about poor environmental practices
Interpretative communication	Listening / reading	responding appropriately to spoken and written texts about the environment

Vocabulary	**pollution litter paper plastic metal rubbish protect waste electricity oil gas buy sell give recycle power packaging air breathe**
Functions	Talking about the past; obligation; prohibition
Structures	Simple past (irregular verbs); *too much/many, a lot of, enough, more/less/fewer*

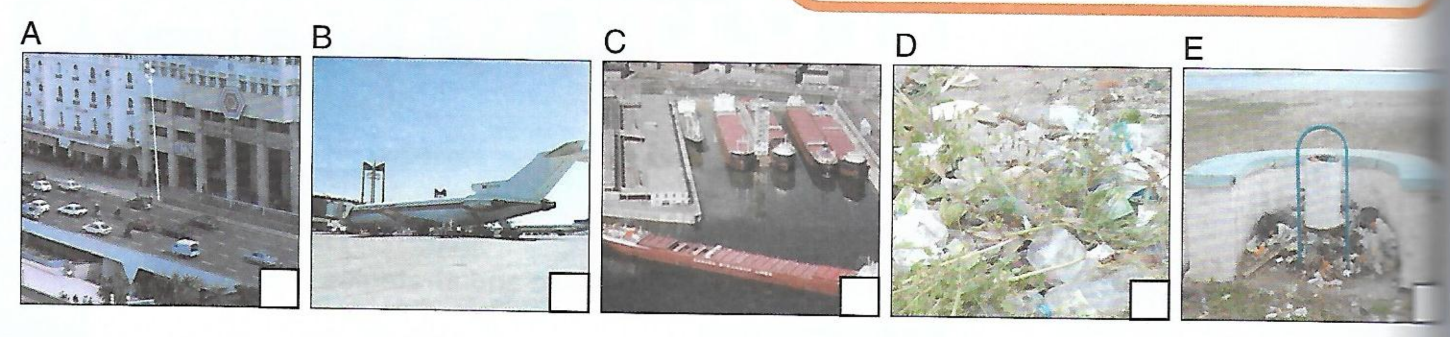




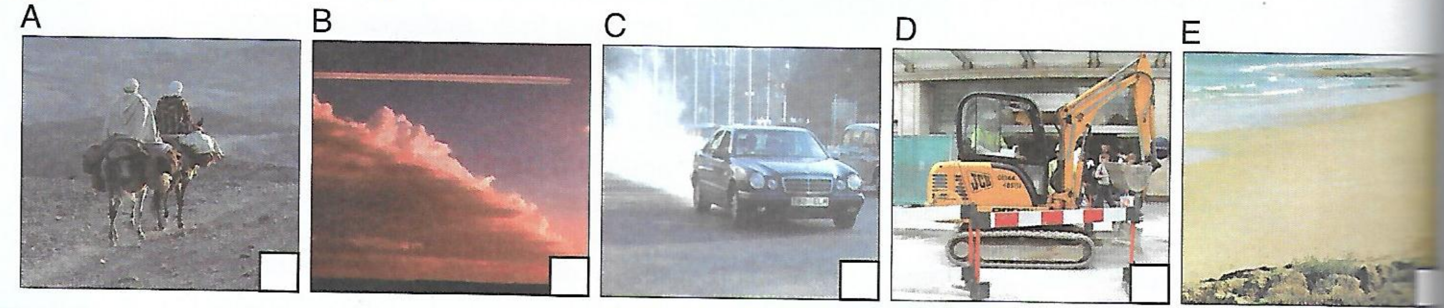

1 **Listen to Maria.
Tick the types of pollution she mentions.**

New objectives

To recognise and use vocabulary to do with pollution
To raise awareness of environmental issues



2 **Tick the causes of pollution.**



3 **Read Ahmed's article.**

The students in my school are concerned about the environment, but we are not doing much to protect it. We are still littering the streets with paper, cans and plastic bags. What can we do? Why don't people care?

We also have a problem with water supply. We are using more and wasting more. A dripping tap can waste 15 litres of water a day. The government is putting out advertisements about saving water, but they are not doing much good.

We are using more and more electricity. To make that electricity, power stations are burning more and more oil and gas. They are polluting the air. More and more people are installing air conditioners and heating in their homes. These are using more and more electricity.

4 **Read Ahmed's report again. Say whether these sentences are true or false. Correct the false ones.**

1 The students at Ahmed's school are not concerned about pollution.
2 The school is littered with paper, cans and plastic bags.
3 Ahmed thinks that people waste too much water.
4 A dripping tap wastes about 15 litres of water an hour.
5 The government advertisements about saving water are useful.
6 Power stations use too much electricity.
7 Air conditioning is becoming more popular in Morocco.
8 Not enough people have air conditioners or heating.

I went …	You saw …	He/She/It drank …	We made …	They took …
I collected ...	You decided ...	He/She/It walked ...	We laughed ...	They danced ...

5 Read Abdelaziz's report. The words in bold are in the past tense. Match them with the correct verbs.

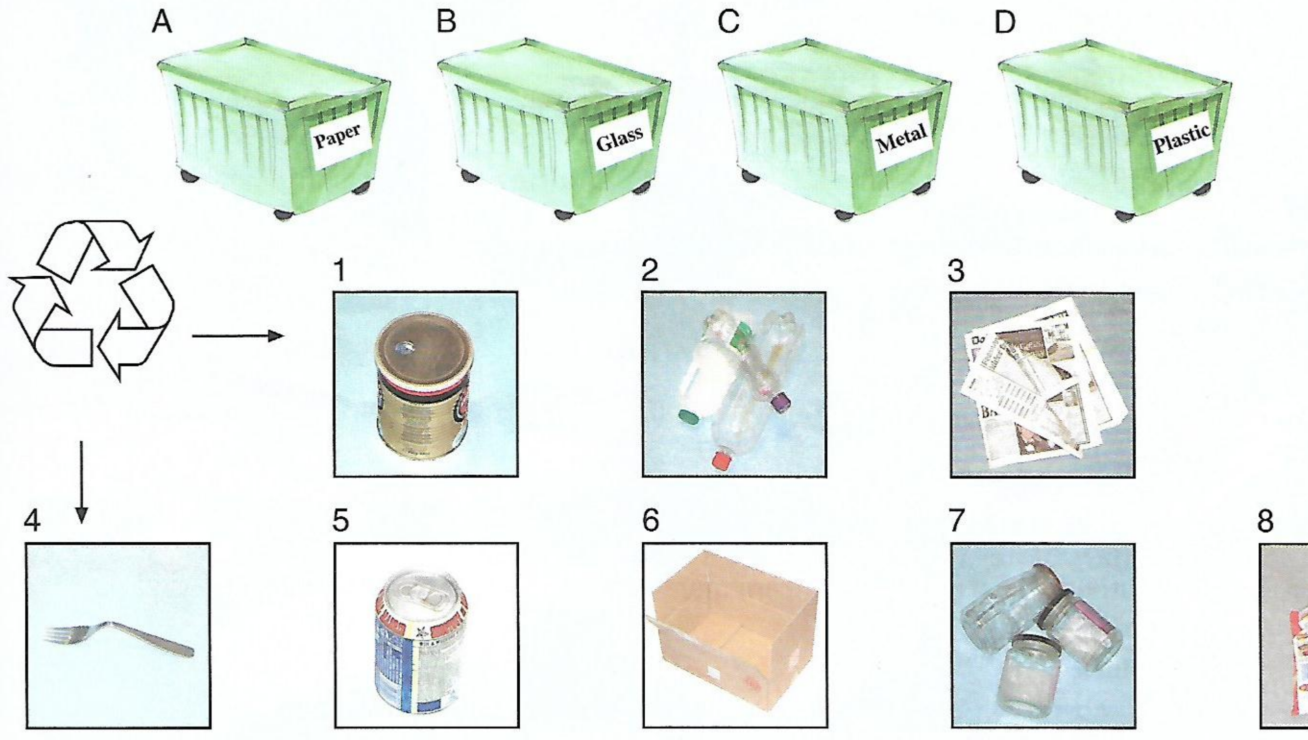
New objective

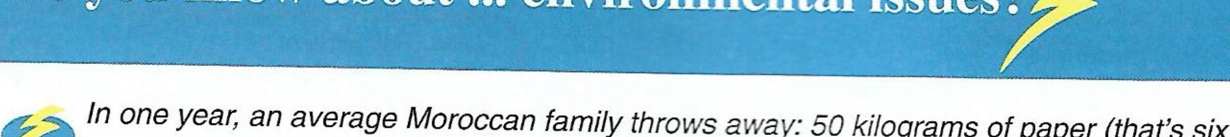
To introduce and practise the use of the simple past with irregular verbs

The students in my school got tired of seeing litter round the school. We **made** a rule:
Pick up litter. Put it in the bin.
I **walked** round the playground yesterday. There **was**n't any paper, plastic bags or cans in sight. Then we **decided** to recycle our rubbish. A lot of students **bought** drinks in cans. We **collected** the cans and **sold** them for recycling. We **gave** the money to the school. We **did** the same with waste paper and glass bottles. Plastic bags and bottles **were** a problem. The recyclers didn't want them. They **went** to the rubbish dump.

1	made	**a**	buy
2	walked	**b**	be
3	was	**c**	make
4	decided	**d**	collect
5	bought	**e**	sell
6	collected	**f**	be
7	sold	**g**	walk
8	gave	**h**	go
9	did	**i**	give
10	were	**j**	decide
11	went	**k**	do

6 Recycle this rubbish. Put the items in the correct bin.

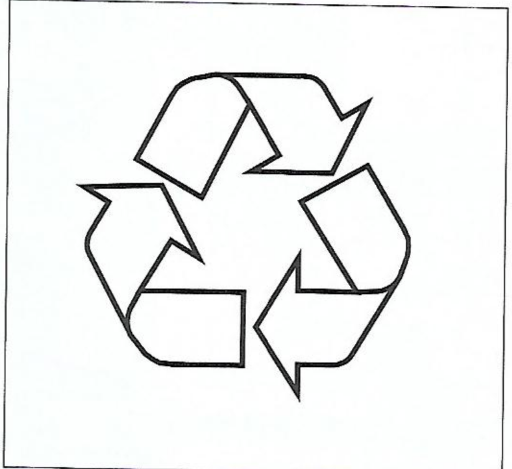




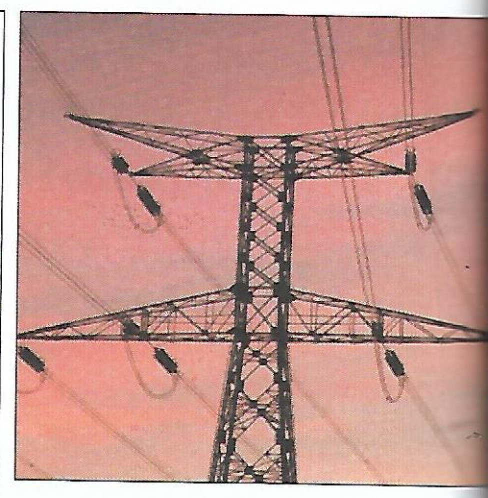
Do you know about ... environmental issues?



- *In one year, an average Moroccan family throws away: 50 kilograms of paper (that's six trees), 60 kilograms of metal and 45 kilograms of plastic.*
- *Morocco uses 13.441 billion kwh of electricity.*
- *There are 210 species of birds and 105 species of mammals in Morocco.*
- *Some parts of Morocco are in danger of becoming desert. This is called 'desertification'.*









Project: The environment

What can you do to protect your environment?

Make a poster for your school showing some of the environmental problems under the headings ***Land****,* ***Water*** *and* ***Air****. Say where the pollution is coming from and suggest ways of stopping the pollution. Include details on how to recycle things and what you should do at home to help the environment.*



Unit 14

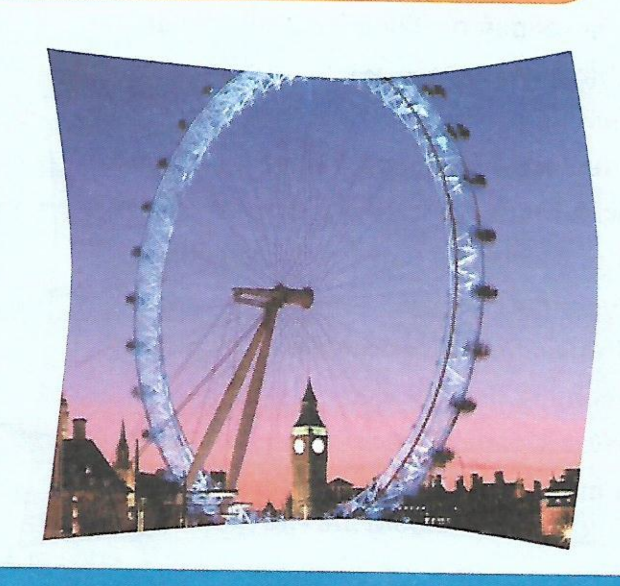
Entertainment

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening / reading	interpreting language related to entertainment
	Listening / speaking	identifying expressions of agreement and disagreement, likes and dislikes, ability and suggestion
Presentational	Writing	presenting information about your favourite entertainment to an audience of readers

Vocabulary	**spend learn windsurf movie Internet e-mail address website cinema rent video opposite straight ahead next to beside left right take act play**
Functions	Asking for and giving directions; agreeing and disagreeing; apologizing
Structures	Present continuous to express future meaning; time markers; *Yes, I agree / No, I disagree*





I am flying to Rabat on Tuesday.
You are seeing the doctor at four o'clock this afternoon.
He is playing football next Saturday.
We are visiting Grandma and Grandpa at the weekend.
They are watching a film tomorrow evening.

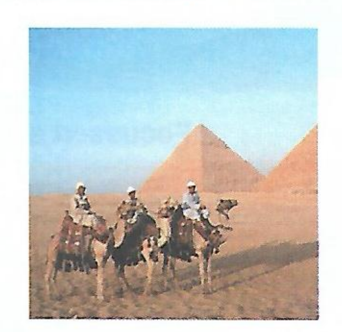
New objective

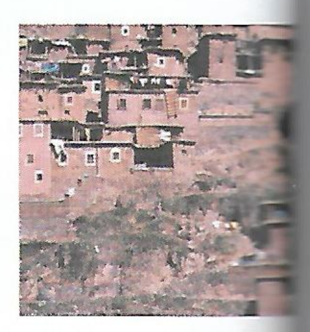
To identify and use the present continuous to talk about future plans

1 **Listen to Nora, Naïma, Salim and Samir talking about their plans for the summer holidays. Write the names under the correct pictures.**









__________ __________ __________ __________

2 **Speak. Say what you are going to do. Use the time expressions in the box. Practise with a friend.**

at the weekend	tomorrow afternoon	next Tuesday
on Saturday morning	next week	in three week's time

S1: What are you doing tomorrow afternoon?
S2: I'm watching a movie.

S2: What are you doing at the weekend?
S1: I'm acting in a play.

3 **Naïma is very busy this week! Look at the sentences and fill in the activities on the correct days in her diary.**

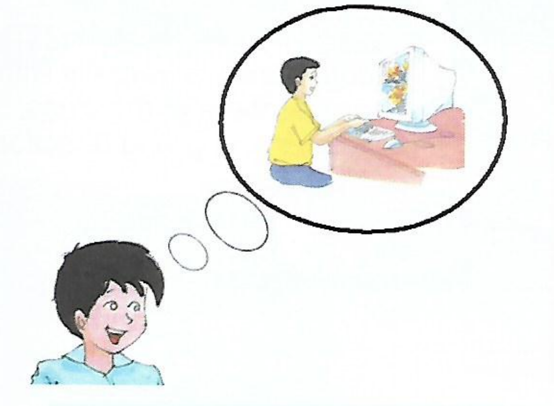
I'm visiting my cousin this afternoon.
I'm playing tennis with Salim tomorrow morning.
Tomorrow afternoon, I'm going shopping with Mum.
I'm watching a movie with Nora on Saturday evening.
I'm visiting my grandparents on Sunday morning.
Next Monday, I'm not doing anything but I'm seeing the dentist next Tuesday morning.

Monday	a.m:	
	p.m:	
Tuesday	a.m:	
	p.m:	
Wednesday	a.m:	
	p.m:	
Thursday	a.m:	tennis with Salim
	p.m:	
Friday	a.m:	
	p.m:	
Saturday	a.m:	
	p.m:	
Sunday	a.m:	
	p.m:	

4 Write. Complete Salim and Samir's sentences with the correct form of the verb. Use either the present simple or the present continuous.

New objective

To make and respond to suggestions, using *Let's ... etc.*

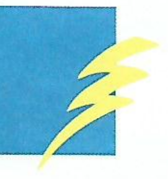


I am spending (spend) the summer holidays at home. There is plenty of entertainment there. My father __________ (buy) a new computer. He _______ (know) how much I _______ (love) playing computer games. I _________ (set up) my own e-mail address and website. My friend, Youssef _________ (help) me.

I _________ (go) to the beach for the summer. My family and I _________ (visit) Essaouira and I _________ (learn) how to windsurf. I ________ (have) lessons from my eldest cousin. He already ________ (know) how to windsurf. I ___________ (look forward) to it very much.

5 Write about what you are doing during the summer holidays.

Let's go to the cinema. — **I'm sorry, I can't.**
Let's go shopping. — **No, why don't we watch television, instead?**
Let's meet in a chat room. — **I'm sorry, I don't have a computer.**



6 Listen. Tick the sentences which are true. Correct the sentences which are false.

- ☐ **1** Salim and Samir are going to the cinema this evening.
- ☐ **2** They are going to watch *Spiderman*.
- ☐ **3** Naïma and Nora are also going to the cinema this evening.
- ☐ **4** Nora is having dinner with her grandparents tonight.
- ☐ **5** Naïma and Nora are going to rent a video tomorrow night.
- ☐ **6** They are going to rent *Spiderman*.

7 Speak. Work in pairs. Look at the tables and make suggestions. Practise with a friend.

	S1	S2
this afternoon	go shopping	go swimming
tomorrow	rent a video	play football
at the weekend	play football	meet friend in chat room

S1: Let's go shopping this afternoon.
S2: I'm sorry, I'm going swimming.

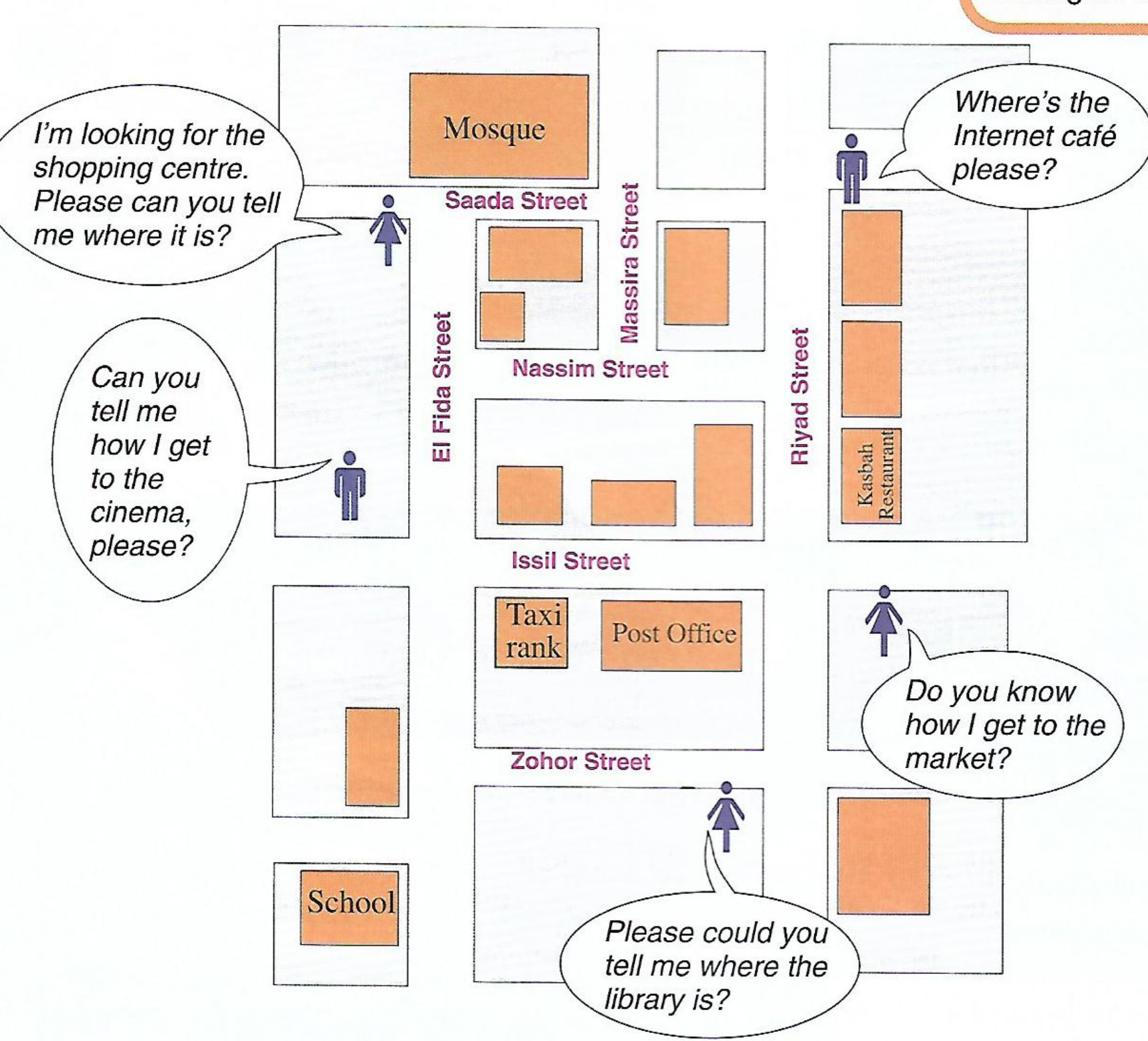
S2: Let's go swimming this afternoon.
S1: I'm sorry, I'm going shopping.

take the (first/second/third) road on the left/right
go straight ahead
opposite
next to / beside
turn the corner
on the left
on the right

8 Listen. Look at this map and label the video shop.

New objective

To communicate verbally with other members of the class, asking for and giving directions



9 Listen. Help the lost people and label the buildings in the list.

cinema	shopping centre	library	market	Internet café

10 Speak. You're at school. Ask for and give directions. Practise with a friend.

S1: Can you tell me how I get to the Kasbah Restaurant?
S2: Yes, turn left out of the school, take the second road on the right, Issil Street, go past the Internet café and the video shop, turn left into Riyad Street, and the Kasbah Restaurant is the first on the right.

Yes, I agree.
No, I don't agree.
I'm afraid I disagree with you.
I'm sorry, I disagree.



New objective

To learn how to express agreement and disagreement in a polite and courteous way

11 Read.





The best music is Ra'i.
No, I don't agree. I prefer Andalusian. I think it's much easier to listen to.

I'm going to Chez Ali Restaurant tonight. I think it's the best restaurant in town.
Yes, I agree. The food there is wonderful.



Khaled is the best Ra'i musician around.
I'm sorry, I disagree. I think Cheb Mami is better.

12 Speak. Look back at the topics in this book. Talk about your preferences and see whether your friend agrees or disagrees.

S1: The best place to live is in a city apartment.
S2: I disagree. I think the best place is a house in the country.

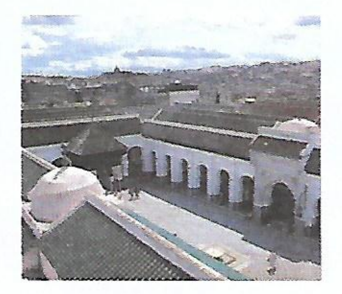
S2: The most enjoyable celebration is a wedding.
S1: I'm afraid I disagree. I think the most enjoyable celebration is Aïd el Fitr.

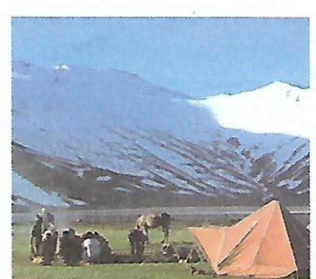
S1: I think it's great to have a large family with lots of brothers and sisters.
S2: Yes, I agree.

13 Look at these photos. Say whether you agree or disagree with the sentences.





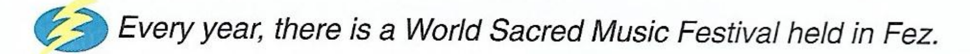




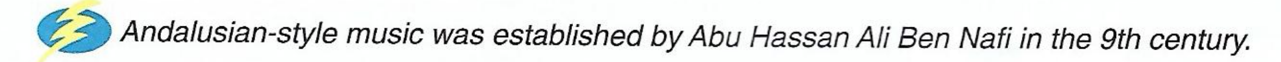
This is Agadir. It is the most beautiful city in Morocco.
This is Rabat. It is the largest city in Morocco.
This is Al-Qarawiyin University in Fez. It is the oldest university in Morocco.
These are the Atlas Mountains. They are the highest mountains in the world.

Do you know about ... music?

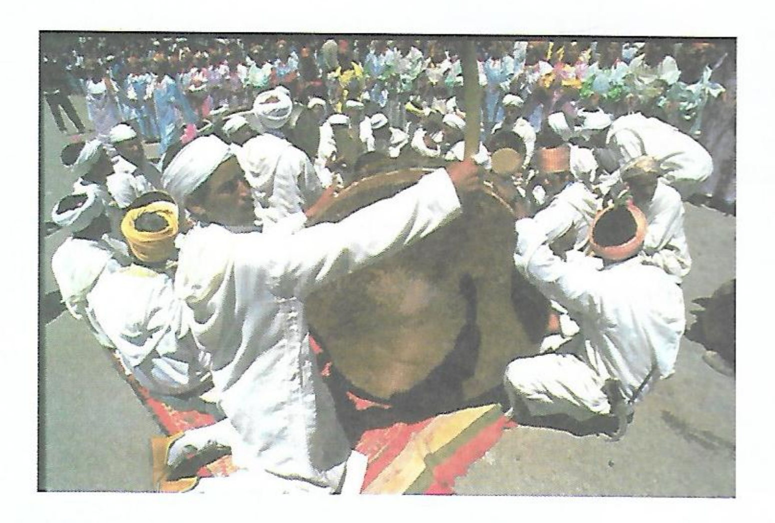




- *Every year, there is a World Sacred Music Festival held in Fez.*
- *Andalusian-style music was established by Abu Hassan Ali Ben Nafi in the 9th century.*



- *The Gnaoua festival in Essaouira is visited by a large variety of jazz musicians from all over the world.*
- *Jalal Hamdaoui started working in the music industry when he was 10 years old.*

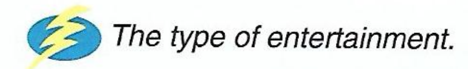




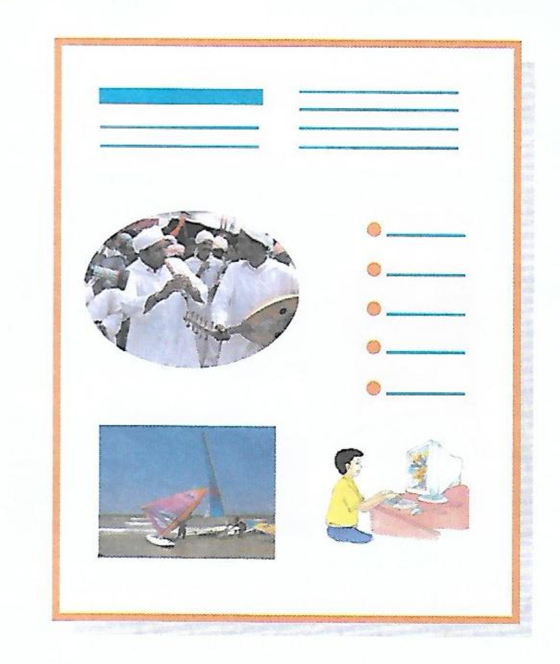
Project: Entertainment

What is your favourite type of entertainment? Make a poster.

You can include:



- *The type of entertainment.*
- *How often you are able to enjoy it.*
- *The history of the entertainment.*
- *Who takes part in the entertainment.*
- *Anything else which you think is important.*



Review 7

1 **Listen. Complete these sentences using the past tense.** *(10 Points)*

Last year, I _______ (go) to a music festival in Fez. It _______ (is) excellent. I _______ (hear) lots of different musicians from all over Morocco. They _______ (play) instruments and _______ (sing). The crowd really _______ (enjoy) themselves and everyone _______ (cheer) at the end. I _______ (learn) a lot about music. I _______ (stay) in a very comfortable hotel and _______ (meet) lots of very friendly people.

2 **Look at this map and write the directions.** *(10 Points)*

1 How do I get to the cinema?

____

2 Can you tell me where the library is, please?

____

3 Where is the shopping centre?

____

4 I need to find the Internet café. Can you help me, please?

____

5 How do I get to the market?

____

3 Write sentences saying what you are doing at the given times. You can make up the details. *(10 Points)*

tomorrow afternoon	at the weekend	this evening	next Tuesday	during the summer holidays

Tomorrow afternoon, I'm renting a video.

1 ______________________

2 ______________________

3 ______________________

4 ______________________

5 ______________________

4 Read these sentences and write a response either agreeing, or disagreeing. *(20 Points)*

1 There is only one type of pollution.
I'm sorry, I disagree. There are many types of pollution.

2 The most exciting celebration is Ramadan.
____

3 You must eat only vegetables if you want to be fit and healthy.
____

4 There are too many television channels in Morocco.
____

5 Children shouldn't be allowed to play too many computer games.
____

6 Most people in Morocco travel by bus.
____

7 Classical music is the best type of music to relax to.
____

8 You can live for a month without water.
____

9 The most popular sport in Morocco is skiing.
____

10 The most famous tourist site in Morocco is Hassan Tower.
____

Total: 50 Points